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ABSTRACT

This combination project report and training guide describes the 1984 training program for Peace Corps volunteers in Malawi and includes most of the training materials used during the project. The first half of the package, an administrative summary of the training program, includes the following: a statement of the program's philosophy, goals, and methods; a flowchart listing project staff; the program's weekly schedules; an evaluation assessment model; a list and a map illustrating the sites into which individual volunteers were placed; the project budget; results of a program evaluation and country program review monitoring; and a list of recommendations. The second part of the package details the individual training sessions and experiences that took place during the training program. Lesson plans are provided for the program's trainee orientation sessions and teacher, technical specialist, and motorcycle training sessions. A report on the program's language component and lesson plans from the program's cross-cultural training activities and guest speaker sessions are also provided. Each lesson plan contains some or all of the following: session name, trainer name, number of trainees present, session date, objectives, session location and time, materials needed, training activities conducted during the session, and recommendations for improving the session. (MN)

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MALAWI 1984 FINAL TRAINING REPORT

UNITED STATES PEACE CORPS

P O BOX 208

LILONGWE

VOLUME I :

ADMINISTRATIVE SUMMARY

VOLUME II : DETAILS OF SESSIONS AND EXPERIENCES

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MALAWI 1984

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FOREWORD (or forward...)

The goal of this report was not so much to "report" what happened in the program to PC staff...that occured continually throughout the program. No, the reason, our reason for what we have written here is to provide quality information (and quantity information) to our counterparts in future Malawi Training programs, thus we also reach our highest level by sharing in what you will build.

ROY CLARIANA
TRAINING DIRECTOR
MALAWI 1984 OMNIBUS

PHILOSOPHY, GOALS
& METHODS

Perhaps the most important contribution of any training Director to a program is to develop, promote and maintain a valid training philosophy from which every other part can grow or originate from and the Peace Corps, because of what it is and is not, has a very definite training philosophy. The TD must also develop the methodologies and techniques to translate these into reality and this is how personal style can come into the program and flavor the program(for good or bad).

Two key components for an integrated training program are commitment to a philosophy and accountability- which assumes the existance of goals and standards(which might be required of the trainees for selection or may simply be present to guide or direct participants to higher levels).
PEACE CORPS TRAINING IS:

1. An on-going process started during staging and continued throughout the Volunteer's service involving staging, PST, In-service,& COS. The importance of any one of these to PCV service can never be over looked.(Example: A bad CAST experience can spoil PST, and so on.)
2. An integrated process, with no single component conducted in isolation. (Example: An Appropriate Technology session can be conducted during language class in the language and with cross-cultural elements also occuring. Like the UNDP sisal cement field trip and also Rustys AT cement jars using newsprint/drawings in Chichewa.)
3. A model of the development process which promotes self sufficiency, problem analysis, problem solving and critical thinking.
4. Based on clear program goals(with minimum acceptance levels, in practice though, this tends to be highly subjective and so very hard to apply), which are shared with the trainees. The training process includes mechanisms for immediate feedback and assesment of the trainees.

Peace Corps Training uses methodologies and techniques that show respect for each trainee as an adult possessing varied individual experiences and skills; it builds on these and involves trainees in the learning process.
All of these were included in the Omni'84 program.

The methodologies and strategies for PC/Malawi omnibus 1984 also included:

1. Training activities will replicate a typical Malawi PCV experience in terms of processing, problem solving, and self-assessment.
2. There is a shared responsibility for success(both staff and trainee), therefore there should be a shared responsibility for the planning and the delivery of the training program.
3. The members of the training community must be willing to listen to the opinions of others, also there should be a sensitivity to the needs of others as well as to their own needs.
4. There must be a high quality and great quantity of communication.
5. All members of the community are Educators(staff and trainee), all members must be continually aware of this.

For Adult education methods to work, the participants must be made aware of the methodology and its requirements and secondly, there must be maturity and responsibility by the trainees.

Though there are basic philosophies of training in PC, these are modified by the personal styles of the training staff, the philosophy of the permanent staff and the training/programming needs of the country. It is of paramount importance that PC/permanent staff take the responsibility to relate their training philosophy and methodologies to the training staff during planning stages and then maintain this throughout the training. In the case of Administrative change during a training, mixed messages can sorely affect the training staff and this should be remembered by new staff members. The training goals for this Omnibus 1984 included five broad areas technical,language,health and safety,cross-cultural,and general.

OMNIBUS 1984 TRAINING GOALS:

TECHNICAL

To give trainees the expertise to function effectively within a a Malawian frame work by providing them with information, resource persons and materials related to their fields.

LANGUAGE

1. The trainee will be able to give a dialogue on those things necessary for their survival.
2. The trainee will be able to carry on a friendly conservation in Chichewa on various topics.

3. The trainee will be able to carry on a dialogue about one's profession(in Chichewa).
4. The trainee will be able to distinguish the form of language to use when addressing a supervisor or a junior.

HEALTH and SAFETY

1. Trainee will be able to maintain physical and mental wellness.
2. Trainees will be able to operate a motor cycle on various road conditions- and to know about basic maintenance(as applicable).

CROSS-CULTURAL

Trainees should develop a basic understanding, appreciation and awareness of life in Malawi.

GENERAL

1. To help trainees realize that they are agents of change with responsibilities and accountability.
2. To introduce trainees to Appropriate Technologies and its role in development(in Malawi).
3. To familiarize the trainee with Peace Corps Malawi and Country rules and regulations(including PC goals).
4. The trainees will develop support networks and communication channels in personal and professional areas.

The preceding goals served as a frame to develop specific behavioral objectives and then sessions/activities(which are related in detail in each component section included in this report).

To increase the usefulness of this section on Philosophy,goals, and methodology included are some futher ideas from PC higher up:

ASSUMPTIONS UNDERLYING THE PEACE CORPS TRAINING PHILOSOPHY AND GOALS

1. Quality world wide training requires:
   - a shared philosophy and policy,
   - a common,although minimum, set of standards and appropriate evaluation instruments, and
   - sufficient central management structure to support, maintain and monitor delivery.
2. Since training is a dynamic process, dependent on many variables, continual assessments and revisions are needed.

3. Each country has a staff member who is knowledgeable about and responsible for training.
4. Peace Corps has or can enhance trainers' capacity to deliver integrated training programs.
5. There is a dependent relationship between programming and training.
6. Staff members know what should be included in Volunteers training.
7. Volunteers learning is a measurable item.
8. The adult learning methodologies and techniques used in the integrated training model are ideally suited to achieving Peace Corps Training Goals.
9. Peace Corps training models a specific approach to development.
10. Training is a continous process.
11. There is continuity throughout the various training events.
12. Training involves a qualification process; everyone interested in Peace Corps does not automatically qualify for service.

This complete ideal of training(philosophy,methods,strategies) was delivered to the training staff(see staff training section) and also to the trainees during the first week of orientation and was maintained throughout the program.

COMMENTS ON VARIOUS COMPONENTS(and personal goals of TD)

TECHNICAL

The TD was selected by APCD/training after a long interview in May'84 because of the TD'S experiences with PC technical training. PC/Malawi PST have been reported to have had weak Technical training for the past several training cycles and the APCD decided to act to remedy this. It is difficult to provide adequate technical training when the group represents many different sectors. This omnibus included:

2 Veterinary Doctors
2 Forrestry
2 Business advisors
1 SAV
1 Rehabilitation counselor
1 Civil engineer
1 Fisheries
12 Teachers

The final evaluations rated Technical training as the strongest component

of the training. The model designed is sound and based on Adult Education methods. The technical component is written and highly detailed later and should be of significant use by the next training staff. It has been divided by necessity to the Teachers training component and the technical specialist training component.

LANGUAGE

In conversations with the APCD/training before arrival in Malawi, he shared with me his goal of establishing a pool of qualified language instructors that would be on call for future training needs before his time as APCD was finished. That left only 8 months and this PST was to be an instrument to provide some of those teachers. A language workshop was implemented in May by a language specialist from Lesotho, Florina Pheko. It was brief and just barely introduced the audio-lingual method but was significant to the program because it identified and ranked the participants. The top five from this course eventually became the PST language staff. Upon arrival in Malawi, I inventoried the language materials and was quite dissatisfied with the available language materials. The TD determined at this time to attempt to develop a standard PC type language manual that could be built upon in future programs. A significant amount of work was put into the language materials development by TD and by the language staff, especially the Language Co-ordinator Mr.Samu.These lessons satisfied our language training goals and can easily be adapted for future use(all included as an appendix in this report). In the last week of training, the TD and APCD had arranged to take advantage of a Foreign Service Instute(FSI) certification workshop. Mrs.Marietta Reed of ETS(Educational Testing Services,Princeton,NJ) provided the workshop over a four day period and included our language staff plus Mike Nyambote,lecturer at Bunda College; and Grace Mkaliaenga,the cross-cultural co-ordinator. The PCD, Mr.Faulkner was pleased that there was a way to futher build upon these identified language trainers and has commited PC to futher training for these and other individuals that can be utilized for language. Development of a permanent group of language teachers that can be utilized for PST and IST can certainly improve the quality of PC training and reduce the number of worry headaches. (Training a group of secondary school language teachers and them helping them form their own language company could be advantageous to all.)

HEALTH AND SAFETY

Several problems arose concerning the medical training. The medical office was in a state of flux during most of the program, the PCMO had finished her tour of duty and was away on leave, a replacement had not been hired and this left a gap that fears could fall into. The trainees at arrival had some distorted ideas about medical care that seems to have been picked up from visiting PCVs during CAST. These fears were compounded and required significant actions to be alleviated. Special medical sessions were scheduled during week 7 after the PCMOs return and also the PCMO spent several nights at the training site conversing with the trainees. The hiring of the new PCMO has also reduced anxiety and complete confidence will be established in time as the volunteers interact with the medical office during their tour of duty.

The motor cycle training pilot project was very complete and well implemented by PCVL Lenny Klinger. A complete report is included later

CROSS-CULTURAL

Generally the cross culture component was very good but most of the sessions(at least 85%) were just lectures and became tedious for the trainees, also the goals of each session were not well thought out or explained to the participants. Particularly, guest speakers were not breifed on how Americans will respond to their presentation and so most sessions lacked direction. There were at least 40 hours of structured sessions and then a full week of village live-in. A significant amount of information was presented but was served up dry, like a big plate of mzima, and so the trainees did not receive as much as they possibly could have taken. The amount of scheduled sessions should be cut down and prioritized so that there will be less overlap in the various sessions. Also sessions should be facilitated according to standard training practices if they are to be effective with the American trainees, this requires that the Cross-cultural co-ordinator have TOT training before the next program.

GENERAL

Role of the Volunteer in Development and Appropriate Technologies were barely considered, the TD feeling that these would be more timely during an In-service training in 3 months. Perhaps a teachers inservice could occur during the Christmas holiday and the specialist during Christmas or later. Waiting until the Easter break will conflict with the next PST program. If future PST programs occur earlier, the all volunteer conference could be held the last week in September so that all old volunteers can meet the new volunteers in a relaxing environment, the end of fiscal year would have to be considered also.

Concluding: After reading the preceding, it sounds like a gripe session. Certainly there were constraints that occured that did effect the quality of the training(as there always are in any program) but listing these here may alleviate these in the future. Futher, the program was good all around; a lot of new and innovative(for Malawi) ideas were accomplished and can be built upon in future programs. If I had it to do over again would I do it differently? YES, but that shows that we are all learning and growing and <u>there</u> is the excitement that makes training the wonderful experience that it is. Every training is different becausé the players are different. . . go and build and take joy as you do!

Art work by PCV
RAY COLLIVER

GRACE

STAFF

The training staff consisted initially of a core which included:

Roy Clariana	TD
Debbe Davis	DTD (PCV COS)
Lynn Princic	Admin(PCV COS)
Samu Samu	Lang.(Lecturer at Bunda College)
Grace Mkaliaenga	Cross-Cult.(Farmer in Zomba)

Of these, only the TD and the cross-cultural co-ordinator had any previous PC training experience. Three language teachers were in place but also were without experience. I requested and received permission to add a fifth language teacher. These included Dede Kamkondo, an instructor at Bunda College; Fletcher Kaiya, a language teacher for the Baptist Mission; Newton Kalengamaliro, a student at Bunda Collega; and Emmanuel Muyenza, a student at University and now a teacher at Likuni Boy's School. The past two PST in Malawi were reported to have been particularlly weak in technical and so the TD requested that Robert Devlin be added as Technical co-ordinator upon his COS date.

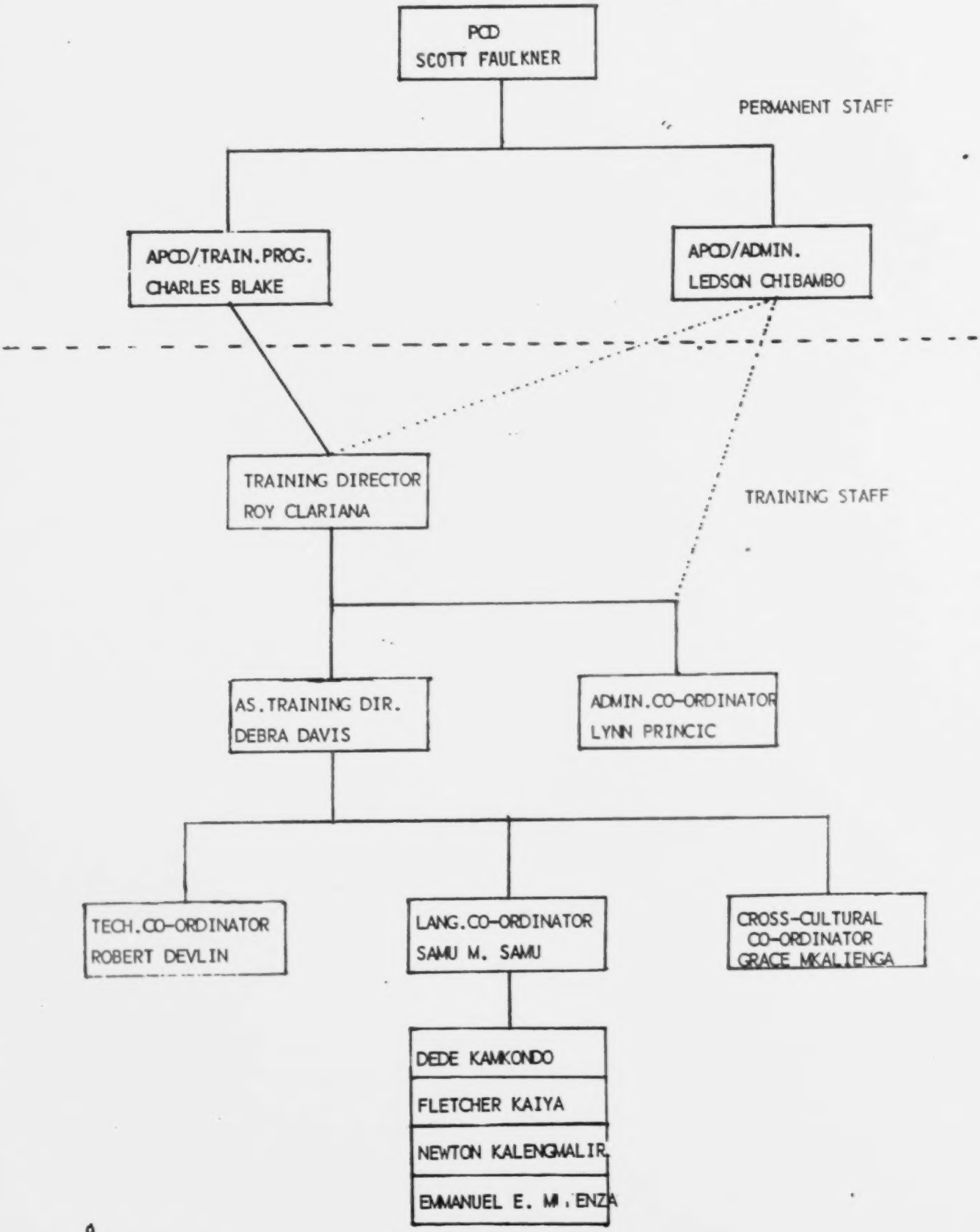
The deputy TD began preparations in mid June and the TD began work on July 4 (20 days before the arrival of the trainees). Core staff began staff training on July 16 and language teachers training began on July 19. Site contracts were not finalized and were negotiated by TD and DTD along with planning and implementation of staff training.

During the training period, there was handover of PC/Malawi directorship from Dr.Annamaria Hayes to Scot Faulkner. Just about mid-training, the APCD/training went to Washington and this affected the lines of communication between training staff and permanent staff. On Sept.7, the Admin. co-ordinator,Lynn Princic was separated from training and this gave added responsibilities to the training staff. During weeks 5 and 6, the Lang. co-ordinator attended a meeting in Europe and this left a serious vacuum in the language component. No member of staff received any salary until six weeks into training. These items above created some difficulties not normally encountered during a training program.

Recommendations for various staff members will be made confidentially to the PCD, and letters of recommendation provided individually at the request of the staff member desiring it.

All staff members worked hard and this is sincerely appreciated.Zikomo.

US PEACE CORPS
OMNIBUS 1984



JOB DESCRIPTION

Training Director:

* Management of all fiscal,cost and budgeting controls and procedures including monitoring of the purchasing of goods and services as well as the accounting,cost reporting and vouchering system.
* Articulate to trainees and training staff the program objectives and the direction of the program relative to the goals of the host agency and the goals of Peace Corps.
* Ensure a complete understanding by the trainees of Peace Corps policy performance objectives,training design and budgetary constraints of the training program.
* Deliver staff training.
* Supervise logistic preparation of all training sites.
* Develop new training material and update the training design as necessary. Responsible for the development of the training design where one does not already exist.
* Assure integration of language,cross-cultural and technical components in all segments of the training program.
* Provide leadership at the training site that stimulates growth and development of teamwork. Serve as a training resource to all members of staff.
* Direct responsibility for implementation of all evaluation systems, assessment processes and selections providing training and guidance on their use.
* Ensure specific planned feedback to trainees on a regular/timely basis.
* Keep APCD and PCD informed of proposed changes in the training program strategy or activity sequence which involve substantial adjustment in expenditure or program direction.
* Provide expertise and leadership in counseling trainees and staff.
* Collaborate with PCD and APCD when writing all early termination reports.
* Conduct regular training progress evaluation meetings with CORE staff submit regular biweekly training reports to APCD.
* Recommend to PCD all trainees that should or should not be sworn-in as PCVs with supporting behavioral documentation.
* Provide PCD with a final report which includes evaluations from the trainees and recommendations for future programs plus any other useful information

Deputy Training Director:

* Assist TD with all aspects of the training.
* Assume the role of special technical co-ordinator also.

Language Co-ordinator:

* Submit a weekly language report every Monday by noon.
* Submit a final language report.
* Arrange for guest speakers as necessary.
* Take an active role in the design and implementation of the language staff training.
* Responsible for the overall design and implementation of the Chichewa language course.
* Responsible for planning a language syllabus and supporting lesson plans and materials.
* To determine and then execute the objectives in language for the program.
* Assigning classes in terms of students and instructors.
* Arranging for the final FSI examination.
* Work closely with the cultural co-ordinator to ensure integration of the two components.
* Give the language staff personal support.

Cross Culture Co-ordinator:

* Responsible for planning,organizing and delivering the cross cultural sessions
* Will determine the objectives of the cultural component and design sessions to meet these objectives.
* Will submit a final cross-cultural training report.

Technical Co-ordinator:

* Responsible for preparation and implementation of the training schedule in consultation with the TD and Admin Co-ord. with particular emphasis on teachers technical training.
* Monitoring and evaluating training activities and trainees.
* The technical co-ordinator will be required to participate in writing thr final evaluations of trainees and assist in the exit interviews conducted with each trainee.
* To assist in the drafting of the final training report for teachers technical training but is not required to submit an individual report covering his work.
* Will be responsible for the planning, implementation and reporting of all aspects(including logistics,field trips,budget,scheduling, site management) in consultation with TD of the two weeks practice teaching program at Mzuzu Secondary School.

Staff training is a very important segment of any training program. Core and language staff were trained separately but covered the same sessions, I recommend that the next program have one staff training for all of the trainers if the numbers are not to large.

Included is the staff training schedule(and also the session plans for each session, hope these are of use, see volume II).

UNITED STATES PEACE CORPS

P.O. Box 208,
Lilongwe, MALAWI.
Telephone: 721 611, 721 845

Kamuzu Procession Road
and
Mandala Road

BUNDA STAFF PERSONAL UNDER PC MANAGEMENT AND SALARY

Kitchen staff:

Mr. Banda, Caterer
Mr. S.J. Jumbe
Mr. Kamwendo
Mr. A.C. Dzoole
Mr. A.L. Dzonzi
Mr. L. Kamiza
Mr. Mangwera
Mr. Malichi
Mr. M. Maliyo
Mr. P.M. Banda
Mr. P.A. Moyo
Mr. J. Mtaluze
Mr. L. Lex
Mr. M. Chingagwe
Mr. O. Tembo
Mr. M. Magombo

Stores:

Mr. Chipungu, Workshop supervisor and head of stores

Housekeeping:

Mrs. Mkuziwoduka, Head housekeeper

Night guards:

Mr. Kwalapu
Mr. Goliard
Mr. Chilowapetrol
Mr. Malikokalivin

Washing women:

Mrs. Floris Nyanda
Ms. Molly Star

Barmen at the Senior Commons:

Mr. Banda
Mr. Chakulika

13 Note: The day guards did not receive honorariums because they insisted on being paid for Friday, the 14th, even though I had told them the previous day that

WHAT'S COOKIN?

WEEKLY SCHEDULES

STAFF TRAINING SCHEDULE OMNIBUS JULY-SEPT 19--

PC/MALAWI

	SUNDAY JY15	MONDAY JY16	TUESDAY JY17	WEDNESDAY JY18	THURSDAY JY19	FRIDAY JY20	SATURDAY JY21
MORNING		ARRIVAL/ SETTLE IN	ADMIN LEVELS TASK SHEET STAFF NORMS STAFF ROLES GOALS AND OBJECTIVES (Cont.)	DAILY SCHEDULE FORMAT DEVELOP THE TRAINING SCHEDULE INTEGRATED:	1ST WEEK IN DETAIL LIST RESOURCES BOTH PEOPLE AND MATERIALS	TRAINEE SELECTION ASSESSMENT: STAFF TRAINEE PROGRAM REPORTS	FINISH OTHER CONCERNS STAFF MTG.
AFTERNOON		STAFF INTRO EXPECTATIONS SCHEDULE AND ASSIGNMENTS PHILOSOPHY OF TRAINING	GENERATE SESSIONS PRIORITIZE SESSIONS	MAKE CONTACTS, PLANNING, ETC.	CONTINUE WORKING	CONTINUE WORKING	CONTINUE WORKING
EVENING		READ PTQ'S, PAST REPORTS MANUALS...	READ COST, DISCUSS INFORMALLY	LIST ALL LOGISTICS CONSIDERATIONS			FREE

TRAINING CONTENT AND SCHEDULES:

The trainees were given the following learning opportunities:

LANGUAGE 110 in class hours

CROSS-CULTURAL 40 structured hours

plus 6 days of family live-in.

TECHNICAL 100 hours minimum for each sector(móst structured)

MOTORCYCLE 50 hours minimum structured

APPROPRIATE TECH/RVDW 15 hours minimum structured

It is not possible to determine the number of hours of informal learning opportunities for each of the various components, but in such a long program there were many. Also it is significant that there were numerous field trips and these always provide learning opportunities.

MEDICAL 20 structured hours

Included in this section:

1. Training time line
2. 10 weeks of schedules

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
JULY 23 WEEK 1		ARRIVAL	WELCOME AND ORIENTATION MEDICAL & SHOTS	INTERVIEWS			MOST SUNDAYS ARE FREE
JULY 30 WEEK 2	LANGUAGE BEGINS	MEDICAL & SHOTS	EMPHASIS ON CROSS CULTURAL SESSIONS SOME GENERAL AND TECHNICAL SESSIONS			FIELD TRIP TO LILONGWE	
AUG 6 WEEK 3	LANGUAGE CONTINUES LANGUAGE AFTERNOONS		MEDICAL		FIELD TRIP TO SALIMA BOTH CROSS CULTURAL AND APPROPRIATE TECHNOLOGY		
AUG 13 WEEK 4	FRENCH WORKSHOP SUPERVISOR AND COUNTERPART WORKSHOP		LANGUAGE CONTINUES MEDICAL & SHOTS	MID-INTERVIEWS AND MIDTERM EVALUATION INTENSIVE CROSS CULTURE			
AUG 20 WEEK 5	VILLAGE LIVE-IN A COMPLETE INTEGRATION OF ALL TRAINING COMPONENTS						
AUG 27 WEEK 6	LANGUAGE CONTINUES MORE EMPHASIS ON TECHNICAL AND LESS ON CROSS CULTURAL		MEDICAL & SHOTS	MOTORCYCLE RIDING, SAFETY & MAINTAINENCE TECHNICAL GENERAL SESSIONS			
SEPT 3 WEEK 7	LANGUAGE CONTINUES- FINAL WEEK FOR BEGIN CLOSURE OF CROSS CULTURE, MORE INTENSIVE GENERAL AND TECHNICAL		MEDICAL & SHOTS	REVIEW		KASUNGU FIELD TRIP (OPTIONAL)	
SEPT 10 WEEK 8	LANGUAGE-LAST 2 DAYS		FSI EXAM MEDICAL	TEACHERS LEAVE FOR PRACTICE TEACHING EXTENSION PCT'S FINAL PREPARATION FOR CULMINATING EXPERIENCE			
SEPT 17 WEEK 9	PRACTICE TEACHING CULMINATING EXPERIENCE		BEGINS AT RESPECTIVE SITES				
SEPT 24 WEEK 10	PRACTICE TEACHING EXTENSION PCT'S RETURN LILONGWE		TEACHERS RETURN LILONGWE (WRITE FINAL REPORT) (OF CULMINATING EX.)	TRAINING CLOSURE, FINAL EVALUATION, FINAL ADMIN, HANDOVER FROM TRAINING STAFF TO PC/MALAWI STAFF			SEPT 30 PARTY SWEARING IN

TRAINING SCHEDULE

U S. PEACE CORPS — WEEK 1 — OMNIBUS 1984

	SUNDAY	MONDAY	TUESDAY 24	WEDNESDAY 25	THURSDAY 26	FRIDAY 27	SATURDAY 28
MORNING				9-10 BREAKFAST 10-11 CLOSURE, FIRST IMPRESS. WEEKLY SCHDULE 11-12 PC/M FULL GROUP INTRODUCTION SOCIAL TIME BEFORE LUNCH	8-9 BREAKFAST 9-10:30 PC/ TRAINING PHILOSOPHY 10:30-11:00 WALK AROUND ALLOWANCE 11-12 THE ASSESSMENT CRITERIA AND PROCESS	8-9 BREAKFAST 9-11 ADMIN W/ APCD/ADMIN 11-12FILTERING PERSONAL SUPPORT	8-9 BREAKFAST 9 HILL CLIMB W/ CROSS CULTURE "THE DO'S AND DON'TS"
		LUNCH AT 12		WELCOME LUNCH			
AFTERNOON			1:50 ARRIVAL 4 WELCOME KIA LUNCH W/PCVs AND STAFF TRAVEL TO BUNDA COLLEGE	2-4 MEDICAL & SHOTS 4 TEA&COFFEE	2-3:30 - PC GOALS - TRNG GOALS - EXPECTATIONS 3:30 TEA/ COFFEE 4-5 FULL SCHEDULE	2-3 THE STAFF & COMMUNICATION 4:30 VISIT TO FARM	2 2-6 FIELD TRIP TO LILONGWE FOR SHOPPING AND WATCH SOCCER.
EVENING			8 SNACKS FOR DINNER	6:30 FORMAL DINNER W/ BUNDA COLLEGE OFFICIALS	8 TOWN MTG. SET GROUP NORMS, LIST CONCERNS	8 FILM	8 PARTY -BHC RESIDENCE FOR VOL. -NEW PCD AT LILONGWE HOTEL

TRAINING SCHEDULE

U. S. PEACE CORPS — WEEK 2 — OMNIBUS 1984

	SUNDAY 29	MONDAY 30	TUESDAY 31	WEDNESDAY 1	THURSDAY 2	FRIDAY 3	SATURDAY 4
MORNING		7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE
		8:50 BREAKFAST					
		LANGUAGE 9:30 -12:40	LANGUAGE 9:30 -12:40	LANGUAGE 9:30-12:40	LANGUAGE 9:30- 12:40	LANGUAGE 9:30-12:40	LANGUAGE ? 10 USIS AND FIELD TRIP TO LILONGWE
		LUNCH AT 12:40					
AFTERNOON		2-3 NON-VERBAL CUES 3-4 TRADITIONAL MARRIAGES 4-5:30 STUDY LANGUAGE	2-4 MEDICAL & SHOTS 4-5 FIELD TRIP TO MITUDU SEC. SCHOOL	2-3 THE EXTENDED FAMILY 3-5:30 GARDENING	2-5 INITIATION CEREMONIES	2-4 TRADITIONAL MEDICINE FIELD TRIP 4-5:30 STUDY LANGUAGE	?
		DINNER AT 6					
EVENING			8 STUDY	8 FILM FOR CROSS CULTURE	8 STUDY TOWN MEETING?	8 FILM	

TRAINING SCHEDULE

U S. PEACE CORPS WEEK 3 OMNIBUS 1984

	SUNDAY 5	MONDAY 6	TUESDAY 7	WEDNESDAY 8	THURSDAY 9	FRIDAY 10	SATURDAY 11
MORNING		7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE
		8:50 BREAKFAST					2 HOURS OF LANGUAGE
		9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE	BEACH TIME
		LUNCH AT 12:40					
AFTERNOON	FIELD TRIP TO LILONGWE TRADITIONAL MARRIAGE-CEREMONY	1:30-2:30 TSANG'OMA & RAIN SHRINE 2:30-3:30 LANGUAGE CLASS 3:30-4:30 LANGUAGE STUDY	2-3 LANGUAGE CLASS 3-4 STUDY & LANGUAGE TUTORING	2-3 LANGUAGE CLASS 3-4 POLICY/ INFORMATION 4-5:30 STUDY	2 LEAVE FOR LILONGWE 3:30 MACOHA ?	1:30 FIELD TRIP(A/T)TO SALIMA 3:30 or 4 VISIT(A/T) SITES SALIMA	MORE A/T AT KLINGERS ?
EVENING			7-8 TRADITIONAL FUNERALS	7-8 FILM FOR CROSS CULTURE	7 FILM	DISCO?? AT A VILLAGE	DISCO AT GRAND BEACH HOTEL??

TRAINING SCHEDULE

U. S. PEACE CORPS — WEEK 4 — OMNIBUS 1984

	SUNDAY 12	MONDAY 13	TUESDAY 14	WEDNESDAY 15	THURSDAY 16	FRIDAY 17	SATURDAY 18
MORNING	MALAWIAN COOKING AT THE KLINGER'S goat	7:50 LANGUAGE 8:50 BREAKFAST COUNTERPART/or SUPERVISOR'S WORKSHOP LUNCH AT 12:40	7:50 LANGUAGE COUNTERPART/or SUPERVISOR'S WORKSHOP CLOSE WORKSHOP	7:50 LANGUAGE 9:30-12:40 LANGUAGE (SHORT FIELD TRIP)	7:50 LANGUAGE 9:30-12:40 LANGUAGE	7:50 LANGUAGE 9:30-12:40 LANGUAGE	7:50 LANGUAGE 9:30-10:30 LANGUAGE LEAVE FOR TOWN PICNIC W/ CHARLES BLAKE IN LILONGWE
AFTERNOON	RETURN TO BUNDA	CONTINUED	WRITE INDIVIDUAL PLANS FOR THE CULMINATING EXPERIENCE	2-4 MEDICAL & SHOTS 4-5 BRIEFING VILLAGE LIVE-IN	2-4 WITCHCRAFT	2-4 TRADITION-CRAFTS FAIR & DANCING	
EVENING		7 FILM		7 CROSS CULTURE FILM	7 FILM?	7 DRAMATICS CHICHEWA & ENGLISH	7 BRIEFING FINAL FOR VILLAGE LIVE IN

TRAINING SCHEDULE

U S. PEACE CORPS — WEEK 5 — OMNIBUS 1984

	SUNDAY 19	MONDAY 20	TUESDAY 21	WEDNESDAY 22	THURSDAY 23	FRIDAY 24	SATURDAY 25
MORNING		* * * V	I L L A	G E * L	I V E	* I N *	7:50 LANGUAGE 8:50 BREAKFAST 9:30-12:40 LANGUAGE
					10 PAUL SIMONS THEN COKES & COOKIES		
		LUNCH AT 12?					LUNCH 12:40
AFTERNOON	DEPART FOR VILLAGES	2 LANGUAGE VISITS	2 VISITS	2 VISITS	2 VISITS	RETURN FROM VILLAGES PROCESSING	3 OPTIONAL RETURN TO VILLAGE FOR OVERNIGHT
EVENING						8 FILM/ ENTERTAINMENT	

TRAINING SCHEDULE

WEEK 6

	SUNDAY 26	MONDAY 27	TUESDAY 28	WEDNESDAY 29	THURSDAY 30	FRIDAY 31	SATURDAY 1
MORNING		7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE
		8:50 BREAKFAST					
		9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE (UNDP FIELD TRIP, LANG.)	9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE	9:30-12:40 LANGUAGE
		LUNCH AT 12:40					
AFTERNOON		2-3 FAMILY VISIT DEBRIEF 3-4 APCD/T&P WITH SITES INTERVIEWS	MOCK FOREIGN SERVICE INST. CHICHEWA EXAMINATION INTERVIEWS	1-5 BIKE TRNG 2 SHOTS 2-5 TECHNICAL FOR TEACHERS INTERVIEWS	1-5 BIKE TRNG 2-5 TECHNICAL FOR TEACHERS	1-5 BIKE TRNG 2-5 TECHNICAL FOR TEACHERS	1-5 BIKE TRNG
EVENING			7 MOTORCYCLE FILM			7 FILM?	

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TRAINING SCHEDULE

U S. PEACE CORPS — WEEK 7 — OMNIBUS 1984

	SUNDAY 2	MONDAY 3	TUESDAY 4	WEDNESDAY 5	THURSDAY 6	FRIDAY 7	SATURDAY 8
MORNING	10-12 A/T	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE	7:50 LANGUAGE
		8:50 BREAKFAST					
		9:30-11 LANGUAGE	9:30 MEDICAL	9:30 MEDICAL	9:30 MEDICAL	LANGUAGE 9:30-12:40	TRIP
		11 EEC SPEAKER Mr.LEHMAN	10:30-12:40 LANGUAGE	10:30-12:40 LANGUAGE	10:30-12:40 LANGUAGE		
		LUNCH AT 12:40					
AFTERNOON	2-3:30 A/T 2- BIKES	1-4:30 A/T 1-5 BIKES	1 Mr.DeKOCK PROPOSALS & DEVELOPMENT 2-4:30 A/T 1-5 BIKES VISIT TO BUNDA COLLEGE OF THE AMERICAN AMB.	1:30 DEPART FOR LILONGWE; MEDICAL & MEET PC STAFF	2-4:30 CULTURE & RELIGION	2-4:30 POLITICAL SYSTEM, LAW & THEATRE	
EVENING		A/T SLIDE AND TALK	6:30 FORMAL DINNER			FILM	

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TRAINING SCHEDULE

U. S. PEACE CORPS — WEEK 8 — OMNIBUS 1984

	SUNDAY 9	MONDAY 10	TUESDAY 11	WEDNESDAY 12	THURSDAY 13	FRIDAY 14	SATURDAY 15
MORNING		7:50 LANGUAGE 8:50 BREAKFAST	7:50 LANGUAGE	7:50 LANGUAGE	TEACHERS DEPART-MZUZU		
		LANGUAGE 9:30-12:40	LANGUAGE 9:30- 11:30	← TEACHERS FSI EXAMINATION		BEGIN DEPARTURE FROM BUNDA!	
		LUNCH AT 1240					
AFTERNOON		2-4 WID PANEL (WOMEN IN DEV)					
EVENING		STUDY FOR FSI FILM	STUDY FOR FSI	PARTY??			

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TRAINING SCHEDULE

U. S. PEACE CORPS WEEK 9 OMNIBUS 1984

	SUNDAY 16	MONDAY 17	TUESDAY 18	WEDNESDAY 19	THURSDAY 20	FRIDAY 21	SATURDAY 22
MORNING		TEACHERS AT MZUZU FOR PRACTICE TEACHING					
		TECH.PCT'S TRAVELING & SITE VISITS					
AFTERNOON						TECH.PCT'S TO BEGIN TO RE-TURN TO LE. LINGAZDI HTL.	
EVENING							

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TRAINING SCHEDULE

U. S. PEACE CORPS — WEEK 10 — OMNIBUS 1984

	SUNDAY 23	MONDAY 24	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28	SATURDAY 29
MORNING	[FSI WORKSHOP FOR THE PC LANGUAGE TEACHERS CERTIFICATION]	LANGUAGE FOR PCT LOVULLO - - - - - - - - -			9 EVALUATION 10 TRANSITION SCOT/ROY 11 BRIEFING OF TRANSPORT TO PCV SITES	9- 10 USAID D.GARMES 10 ADMIN/ LENNY 11 TRANSITION-- PC/STAFF --	
		LUNCH AT 12				Commercial Bank to cash checks!!!	
AFTERNOON		1-4 BIKE	1-4 BIKE	1-4 BIKE 7:30 TEACHERS ARRIVE LL	1-4 BIKE INTERVIEWS	1-4 BIKE DISTRIBUTE EQUIPMENT (LENNY) INTERVIEWS	2 SOFT BALL??
EVENING					6:30 ?????? FILM	8 VAC HIRED-HELP (at Lindgazi)	6:30 SWEARING-IN (PCD RESIDENCE)

MEDICAL SCHEDULE

GOALS:

TO equip volunteers with adequate information whereby they may intelligently monitor their own health needs, practice adequate preventative medicine, and assist to a limited extent in medical emergencies that may arise in their areas while they are PCVs.

CONTENT:

LECTURES AND IMMUNIZATION PROGRAM FOR PC TRAINEES

WEEK 1 DAY 0 25/7/84

Lecture - Orientation

a) Adaptation to Weather, Clothing & Culture
b) Personal Hygiene
c) Food Precautions (1 Hour)
d) Water Precautions
e) Insects & Animal Bites - Use of Insects Repellents & Mosquito N

Immunizations

a) Anti-Rabies (1)
b) DPT
c) Tine Test (1 Hour)

WEEK 2 DAY 7 31/7/84

Lecture - First Aid

a) Shock
b) Care of Wounds
c) Burns
d) Fractures
e) Snake Bites (1 Hour)

Immunizations

a) Anti-Rabies (2)
b) Cholera (1 Hour)
c) Tyhoid (1)

WEEK 3 DAY 14 8/8/84

Lecture - Common Diseases

a) Malaria
b) Diarrhoea
c) STD
e) Infective Hepatitis
f) Medical Confidentiality (2 Hours)

WEEK 4 DAY 20 14/8/84

Market Orientation

WEEK 4 DAY 21 15/8/84

Cooking Demonstration (1 Hour)

Immunizations

a) Anti-Rabies (3) (1 Hour)

WEEK 5

Village visit, consultations

WEEK 6 DAY 35 29/8/84

Lecture :-

a) Medical Coverage
b) Contraception
c) Pregnancy & Abortion (1 Hour)
d) Rape & Assault
e) PCVs Responsibilities for their Health.

Immunizations

Typhoid 2 (1 Hour)

WEEK 7 DAY 42 5/9/84

Immunizations

Gamma Globulin (1 Hour)

A CLASSIC DESIGN

TO BE ASSESSED	HOW?	HOW OFTEN?	BY WHOM?
PROGRAM	PRE-SERVICE TRAINING QUESTIONAIRE	END OF TRAINING	TRAINEES
	biWEEKLY ASSESMENT QUESTIONAIRE	biWEEKLY	TRAINEES
	WISHES & PLUSES	DURING TOWN MEETING	TRAINEES
	INFORMALLY	CONTINOUS	TRAINEES & STAFF
STAFF	PRE-SERVICE TRAINING QUESTIONAIRE	END OF TRAINING	TRAINEES
	biWEEKLY ASSESSMENT QUESTIONAIRE	biWEEKLY (confidential)	TRAINEES
	INFORMALLY	CONTINOUS	TRAINEES & STAFF
TRAINEE	LANGUAGE STAFF MEETING	DAILY	STAFF
	SCHEDULED INTERVIEWS	INITIAL, MID & END OF TRAINING	STAFF
	UNSCHEDULED INTERVIEWS	AS NEEDED	STAFF
	INFORMALLY	CONTINOUS	TRAINEE & STAFF

The criteria to be used as the standard include all of the following:
THE THREE GOALS OF PEACE CORPS, THE SELECTION CRITERIA,& THE MINIMUM GOALS FOR PC/M TRAINING.

United States Peace Corps
P.O. Box 208
LILONGWE, Malawi

Memorandum

TO APCD/TRAINING CHARLES BLAKE DATE JULY 11

FROM TD ROY CLARIANA

SUBJECT: Tentative training time-line.

JY1	8	15 **	**	22	**	WEEK I 29 **	AU5
TD ARRIVAL JN 30				BIWEEKLY REPORT JY 18			BIWEEKLY REPORT AU 1

WEEK II AU5	12	III 19 **	IV	26	V	SP2	VI 9
		BIWEEKLY REPORT AU 15	MID-REPORT AU 22		BIWEEKLY REPORT AU 29		

WEEK VII SP9	16 **	VIII 23	IX	30	OC7	(4
BIWEEKLY REPORT SP 12			BIWEEKLY REPORT SP 26	SWEARING-IN SP 30	FINAL REPORT OC 7	

** CORE STAFF TRAINING JY16-JY21

LANGUAGE STAFF TRAINING JY19-JY28

TRAINEE ORIENTATION JY24-JY29

TRAINEE TRAINING JY 29-SP30

FAMILY LIVE-IN AU19-AU25

PRACTICE TEACHING AT MZUZU SEC.SCHOOL SP17-SP28

THE ABOVE DATES WILL BE CONFIRMED BY JY 17 AFTER TRAINING STAFF CONSULTATION.

TRAINEE ASSESSMENT MODEL

Mere passage through the ten weeks training does not automatically qualify a trainee to become a PC volunteer. Peace Corps Malawi sets high standards and these were translated to the trainees during the first week of training by both by PC staff and by the training staff, also handouts with this information were given to each trainee. We explained that they are expected to be competent,productive,sensitive, hard working and serious contributors to development in Malawi as well as persons who enhance the mutual understanding and appreciation of America and Malawi. PC expects there volunteers to be exceptional. Merely doing a job or the absence of negative behavior is not enough to be a good volunteer. We emphasized that being good was not enough, that each had potential to be great.

This adapted statement from Training for Development by Marshall and Rodgers sums up what the staff was striving for in this program. Since the trainees participated in a Center for Assessment and Training CAST in the United States before coming to Malawi, we felt that the assessment dimensions used in the CAST model should be carried over and were utilized as the dimensions on which the trainees were rated.

In practice, these dimensions were used for behavior modification and not for the purpose of selection or de-selection. Future trainings can and should consider a stronger approach to the issue of de-selecting trainees. This will require a strong commitment by the Training Director and by the Peace Corps Director to take the unpleasant task when a trainee doesn't meet the minimum standards, this is only of course if this action agrees with the permanent Staffs' Volunteer Philosophy.

The BIG 7 include:

1. Motivation
2. Productive Competence
3. Respect and Empathy
4. Cultural Awareness
5. Emotional Maturity
6. Ability to Adjust
7. Interaction Skills

THE BIG 7

DIMENSIONS***DEFINITIONS***INDICATORS

1. MOTIVATION
2. PRODUCTIVE COMPETENCE
3. RESPECT AND EMPATHY
4. CULTURAL AWARENESS
5. EMOTIONAL MATURITY
6. ABILITY TO ADJUST
7. INTERACTION SKILLS

MOTIVATION

Operational Definition: Although applicants to P.D. vary in their motivations for joining P.C., an applicant's motivation should provide a balance between enlightened self-interest, which acknowledges the gains the applicant expects, and an altruistic-humanitarian value system, which allows the person to fulfill a personal obligation to help others. While commitment is almost impossible to measure by itself, responsibility is an acceptable indicator of commitment and, therefore, is expected to be clearly evident in the trainees.

Indicators:

--Attendance at all training sessions
--Punctuality
--Active participation (relative to personal style)
--Verbalizes a "balanced statement" for joining P.C.
--Preknowledge of country
--Actively seeks job-specific information
--Requests feedback
--Completes all assignments
--Demonstrates willingness to persevere in difficult or confusing situations

Specific Indicators

--_____

--_____

--_____

PRODUCTIVE COMPETENCE

Operational Definition: The trainee needs to demonstrate his ability to transfer skills and information to a counterpart or counterparts. This ability requires that the trainee be able to 1) set goals, 2) solve problems, 3) employ effective methods of communication, 4) harness his skills and the available resources in attempting to solve problems.

Training must increase the awareness of the need to problem solve, set goals, communicate, identify problems, seek possible solutions, explore available resources, and analyze or synthesize and evaluate different approaches.

Indicators:

--What the trainee says can be clearly understood
--The trainee asks appropriate questions at appropriate times
--He recognizes the full range of the problem
--He actively initiates problem-solving activities
--He develops alternative strategies and recognizes the implications of each
--He exhibits signs of excitement and curiosity about problem-solving activity
--He copes with ambiguity effectively
--He asks for clarification comfortably
--He is comfortable saying "I don't know"
--He assumes responsibility for helping the group move toward solution
--He helps the group stay task-oriented

Specific Indicators

--_____

--_____

--_____

EMOTIONAL MATURITY

Operational Definition: Keeping in mind the stress producing environment of training, coupled with the unfamiliar environment and culture of Malawi, the trainee is often at a low point of emotional security during training. Behavior in this area can be observed on a continuum relating to Maslow's "Hierarchy of Needs" as the trainee progresses up the pyramid.

The key considerations of this dimension include: 1) possession of a healthy attitude about his/her self, 2) capability to relate sensitively and constructively to a wide variety of people and conditions, 3) ability to recognize and respond appropriately to needs (own and others), and 4) ability to tolerate ambiguity and to function productively in stressful situations.

Indicators:

--Takes responsibility for own behavior, does not blame others
--Responsive to feedback
--Avoids being defensive when receiving feedback
--Able to laugh at self
--Able to admit mistakes
--Recognizes and discusses openly own feeling and needs
--Sensitive to others' needs (absence of "I" statements)
--Recognizes own strengths and limitations
--Seeks opportunities to learn more about self
--Awareness of personal tolerance for stress
--Aware of the personal coping mechanisms in use

Specific Indicators:

--_____

--_____

--_____

SOCIAL SENSITIVITY and RESPECT AND EMPATHY

Operational Definition: A healthy respect for self helps generate a respect for others. Trainees who seek to understand the problems and experiences of those with whom they associate (staff, fellow trainees, and HCNs) and who are capable of communicating caring for others, both verbally and non-verbally, should rate a high degree of Social Sensitivity, Respect and Empathy.

Indicators:

--Listens attentively to others
--Shows a willingness to consider other's opinions
--Is careful not to violate the personal freedom or "space" of others
--Projects a sense of self-respect through deportment and personal appearance

--Uses language which is appropriate to the occasion and which is unoffensive to others
--Is able to disagree without devaluing or "putting down" others
--Observes common standards of etiquette during interaction with other people
--Does not normally interrupt others
--Avoids stereotyping
--Elicits, recognizes and utilizes others' skills/knowledge

Specific Indicators:

--_____

--_____

--_____

CULTURAL AWARENESS

Operational Definition: Trainees who demonstrate a clear understanding of the make-up of their own culture and who are genuinely curious about Malawi culture and who, finally, demonstrate a facility or potential ability for coping successfully in both cultures are capable of a high degree of cultural awareness.

Indicators:

--Demonstrates eagerness to learn about another culture
--Acknowledges existence and appropriateness of different world views
--Is non-judgmental
--Avoids stereotyping
--Is self-aware in acknowledging areas of possible cultural bias

Specific Indicators:

--_____

--_____

--_____

INTERACTION SKILLS

Operational Definition: The trainee who manages his interactions well will, at various times, demonstrate a willingness to "take turns" in discussions, initiate interactions and terminate interactions based upon the needs of others.

Indicators:

--Takes turns in discussions
--Is responsive to the needs of others for involvement and time sharing
--Considers the wishes of others when initiating/terminating discussions
--Provides equal opportunity for all to share in discussions
--Recognizes signals of others who may want to terminate a discussion

Specific Indicators:

--_____

--_____

--_____

ABILITY TO ADJUST

Operational Definition: The trainee who is observed as strong in this area will demonstrate an ability to adjust to new people, environments, foods, tasks and the "unknown". Flexibility is the key word.

Indicators:

--A willingness to conform to other ways of performing familiar tasks when required
--Through verbal and non-verbal gestures, appears relaxed or at ease in unfamiliar surroundings
--Through verbal responses indicates an attitude of flexibility and not rigidity
--Demonstrates a willingness and aptitude to learn when confronted with a new or difficult situation or set of circumstances
--Helps others to adjust to new surroundings, approaches and resolves unpleasant situations with candor and honesty

--Tries out new behavior, new foods, etc.
--Reacts with little or no nervousness or frustration to new or ambiguous situations
--Adapts rapidly and comfortably to new and/or changing environments

Specific Indicators:

--_____

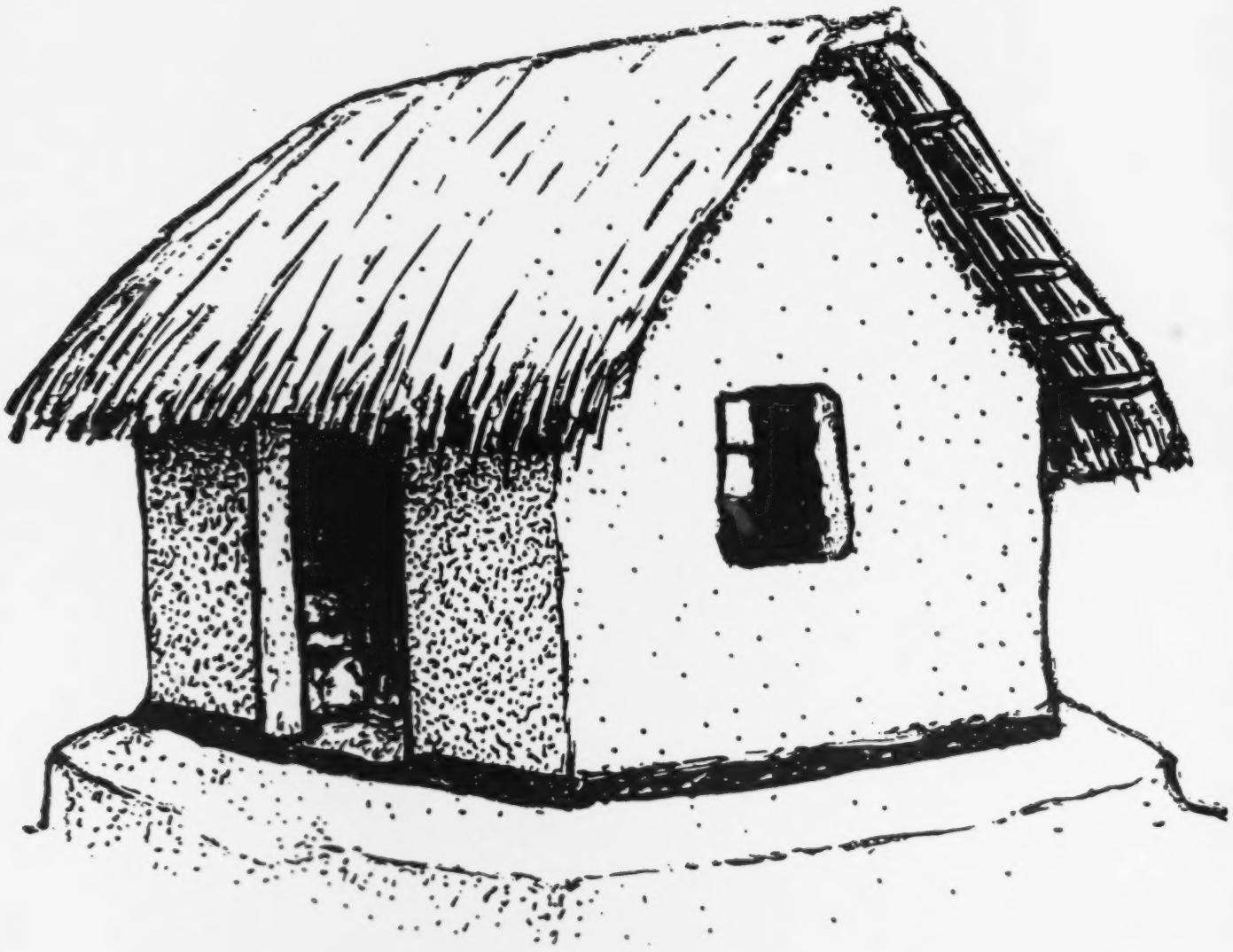
--_____

--_____

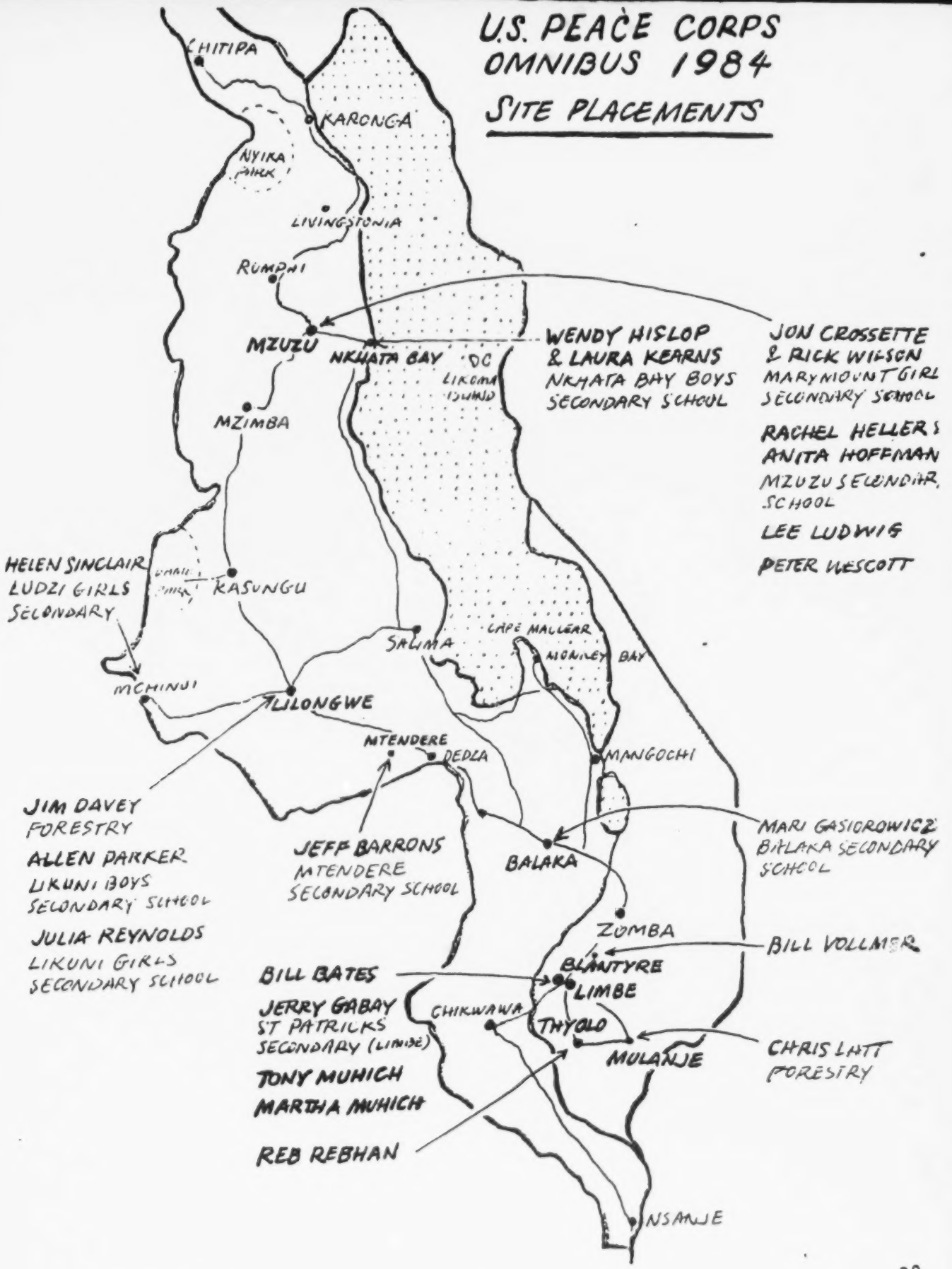
In this program, we stated that we considered the trainees to have already been selected for Peace Corps service since they had passed through CAST successfully. This is a contradictory message and perhaps created confusion and concern in the trainees, to say the least, some were concerned about the selection process and admitted that though it was thoroughly explained and presented with written handouts during the orientation week, they did not understand what was expected of them as training progressed. Again this points up the need to define very specifically the selection criteria and maintain these with the assistance of PC permanent staff. This was never a critical issue and most trainees responded that the selection process was fair(CPR). The change in philosophy with the new administration complicated the assessment process. I feel though that the new volunteers(for the most part) will be good and even great volunteers, some will require alot of support by the PC permanent staff. Should these have been de-selected, NO.

Finally, the trainees were given alot of freedom and support during the training program but were expected to take responsibility. This ties in with the PCDs philosophy of quality and quantity staff support of the volunteers in the field but then also the volunteers must produce. A fair exchange.

The initial and mid-interviews were formal scheduled events, the purpose was for each trainee to set individual goals and then evaluate or assess their performance on acheiving (or not) these personal goals. These interviews were significant in relating to the trainees their strengths and weaknesses and caused significant behavior modification for the trainees as well as useful feedback for program modification. The final interview was a debriefing of the technical component, and asking each trainee for a two year commitment, or reasons why they could not make such a commitment. Two trainees were 'red flaged'for possible deselection, after mid interviews and also unscheduled interviews there was appropriate response and actions on the part of both. No one was listed for deselection.



HOME SWEET HOME


U.S. PEACE CORPS
OMNIBUS 1984
SITE PLACEMENTS
CHITIPA
KARONGA
NYIKA PARK
LIVINGSTONIA
RUMPHI
MZUZU
NKHATA BAY
DC
LIKOMA ISLAND
MZIMBA
WENDY HISLOP
& LAURA KEARNS
NKHATA BAY BOYS
SECONDARY SCHOOL
JON CROSSETTE
& RICK WILSON
MARYMOUNT GIRL
SECONDARY SCHOOL
RACHEL HELLER
ANITA HOFFMAN
MZUZU SECONDAR.
SCHOOL
LEE LUDWIG
PETER WESCOTT
HELEN SINCLAIR
LUDZI GIRLS
SECONDARY
KASUNGU
SALIMA
LAKE MALAWI
MONKEY BAY
MCHINJI
LILONGWE
MTENDERE
DEDZA
MANGOCHI
JIM DAVEY
FORESTRY
ALLEN PARKER
LIKUNI BOYS
SECONDARY SCHOOL
JULIA REYNOLDS
LIKUNI GIRLS
SECONDARY SCHOOL
JEFF BARRONS
MTENDERE
SECONDARY SCHOOL
BALAKA
MARI GASIOROWICZ
BALAKA SECONDARY
SCHOOL
ZOMBA
BILL VOLLMER
BLANTYRE
LIMBE
BILL BATES
JERRY GABAY
ST PATRICKS
SECONDARY (LIMBE)
TONY MUHICH
MARTHA MUHICH
CHIKWAWA
THYOLO
MULANJE
CHRIS LATT
FORESTRY
REB REBHAN
NSANJE

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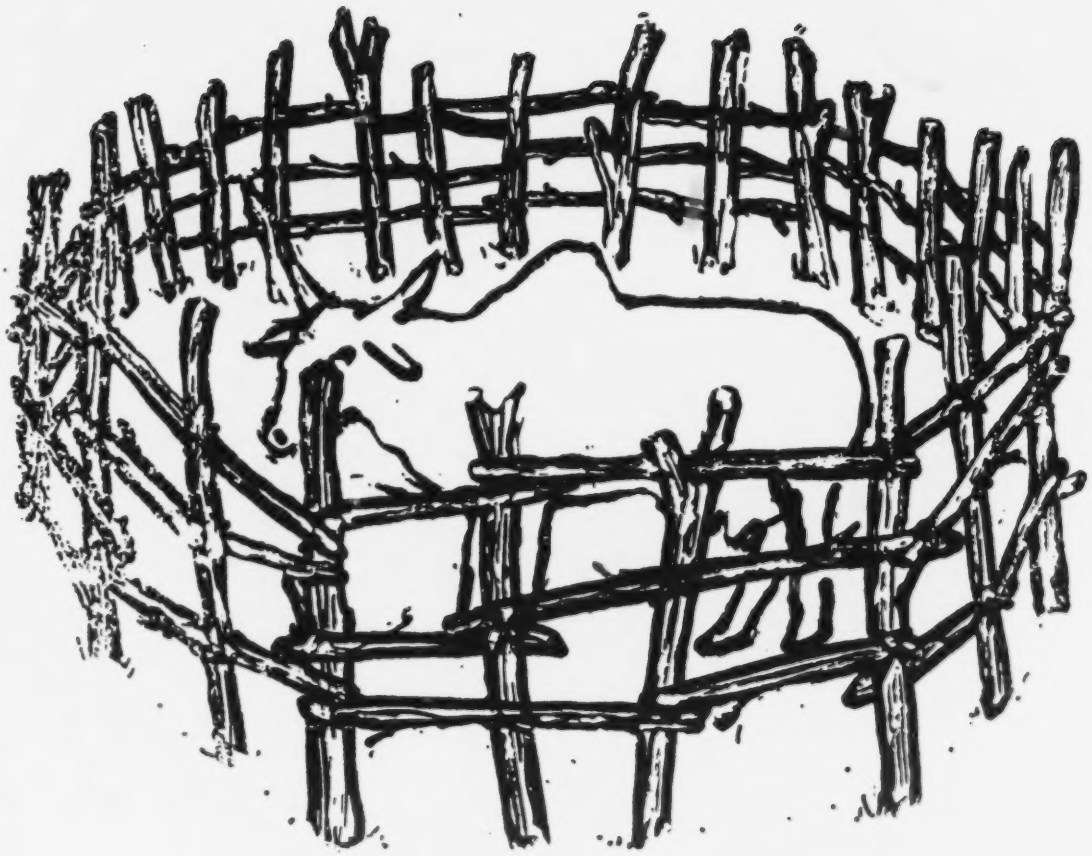
VOLUNTEER SITE PLACEMENT

Wendy Hislop	Math teacher	Nkhata Bay Secondary
Laura Kearns	French teacher	Nkhata Bay Secondary
Jon Crossette	Latin teacher	Marymount,Mzuzu
Rick Wilson	Math teacher	Marymount,Mzuzu
Rachel Heller	French teacher	Mzuzu Secondary
Anita Hoffman	French teacher	Mzuzu Secondary
Lee Ludwig	Business advisor	Mzuzu
Peter Wescott	Civil Engineer	Mzuzu
Helen Sinclair	Home Sci.teacher	Ludzi Girls,Mchinji
Jim Davies	Forestry officer	Lilongwe
Allen Parker	French teacher	Likuni Boys
Julia Reynolds	Science teacher	Likuni Girls
Jeff Barons	Science teacher	uncertain
Mari Gasiorwicz	French teacher	Balaka Secondary
Bill Vollmer	Rehab.Officer	Blantyre
Bill Bates	Business advisor	Blantyre
Jerry Gabay	French teacher	St.Patricks,Limbe
Tony Muhich	Veterinary Officer	Blantyre
Martha Muhich	Business consultant	Blantyre
Reb Rebhan	Veterinary Officer	Thyolo
Chris Latt	Forestry officer	Mulanje
TJ Lovullo	Fisheries officer	Mwanza



CONTROL

This budget is the first PST budget developed in Malawi(at least in recorded history) and was written from scratch. If the APCD/Admin can provide final figures from this program for each category to the next years Admin Co-ordinator and TD, it could be possible to fine tune the training budget process.

The APCD/Admin noted that this $66,900 (K 93,660) figure was based upon a training program with 14 volunteer trainees while in fact this program had 22 volunteer trainees. As PC/Malawi grows, these changes in training budget should increase and be planned for well in advance.

Personally, I must note that no cash flow was provided for the program. Cash for the program came mainly as personal per diem advances of members of the training staff. The TD changed $500 to kwacha and even this was not enough for some of the short term high expense cash demands, particularly the practice teaching demanded a large amount of cash on hand. Also, with the training ending on the fiscal year, a very serious money shortage occured. Training must be moved forward because this is a very serious problem with few alternatives. The Admin Co-ordinator and the TD should develop a cash flow needs chart for the entire program and submit to the APCD/Admin at least 2 to 4 weeks in advance of the trainee arrival, that way sufficient cash can be on hand when it is needed.

Sincere thanks to Mr.Chibambo for doing a very difficult job and doing it very well.

TRAINING BUDGET

U.S. Peace Corps Summer Omnibus 1984

	Proposed	Actual
Residential Costs		
1. Bunda College		
Accommodations.....K	14,200	14,200
July 16-July 20/Staff Training 10 participants		
July 24-September 17/21 trainees, 11 staff		
Food.....	14,000	
2. Mzuzu Government Secondary School		
Accommodations.....	1,000	
September 18-September 27/27 trainees Technical Teacher Training		
Food		
12 trainees.....	2,000	
40 students.....	1,200	
Honorarium.....	200	
3. St. John's Secondary School		
Accommodations.....	700	
September 24-October 1 21 trainees		
Food.....	2,000	
3 meals a day provided through school		
4. Contracts		
Roy Clariana/Training Director.....	9,380	9,380
Debra Davis/Assistant Training Director.....	6,580	6,580
Lynn M. Princic/Administrative Co-ordinator.....	5,040	5,040
Robert Devlin/Technical Co-ordinator.....	1,680	1,680
Grace Mkalianga/Cross Cultural Co-ordinator.....	1,980	1,980
Instructors: Jane Mwalwanda 1 month.....	85	85
Kwacha Figures based on 1.40 rate of exchange		
TOTAL	27,445	27,445

Kwacha In-Country Salaries		
Banda - Laundry & Inventory Supervisor.....K	300	300
Malanga Driver.....	192	192
Laundry People.....	120	120
2 men @ K15/month x 2 months		
2 women @ K15/month x 2 months		
Secretary.....	200	200
TOTAL DIRECT COSTS	66,122	66,122

In-Direct Costs	Proposed	Actual
1. Support Supplies		
Walk-Around @ K4.00/day		
21 trainees x 11 weeks.....	K 7,000	
Technical Support		
9 trainees x 10 days @ K10/day		
Food & Lodging Inclusive.....	900	
Welcome Packets.....	200	
Supplies at Bunda College.....	2,500	
Supplies at Mzuzu Government School...	500	
Transport		
Trainees.....	5,000	
Staff.....	9,000	
	25,100	
2. Entertainment		
Welcome Party at Airport.....	250	241
Appropriate Tech. Site Visit.....	2,000	
Kasungu Overnight.....	1,000	
End-of-Training-Party.....	250	
Swearing-in Party.....	2,000	
Other.....	500	
Total Entertainment	K 6,000	
TOTAL IN-DIRECT Costs	K 31,000	

Contract 500.00
Less Housing 1130.00

TOTAL COSTS K 94,657

^$66,900 Budget = K 93,660
Conversion rate = 1.40

These figures were best estimates prepared by the Admin Co-ordinator during the first week of planning. We closed accounts and open new ones at mid-training to try to determine how we were financially. It appears that the training was within budget at that point. It will probably be November before all final receipts are in for the program and so it is impossible to tell for sure if the program is within budget or not, but it will be close.

On item 3, Lindgadzi Hotel rather than St. John's was used for the final week of accommodation, this figure then will be higher. Also, transport will be high 1) because of the numerous field trip and excursions and 2) the rental of a second vehicle for staff use which was not originally anticipated. Also delivery of volunteers to their sites added an additional 1500 K.

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PROGRAM EVALUATION
& CPR MONITORING

Averages for each session. 1=poor & 5=great.

1	Tues. 24/7/84		
	ARRIVAL AND WELCOME LUNCH	Avg. 4.5	
	Wed. 25/7/84		
	CLOSURE OF CAST	Avg. 2.7	
	GROUP INTRODUCTIONS	Avg. 3.0	
	MEDICAL AND SHOTS	Avg. 3.1	
	FORMAL DINNER WITH COLLEGE PRINCIPAL	Avg. 3.4	
	Thur. 26/7/84		
	TRAINING PHILOSOPHY SESSION	Avg. 3.2	
	ASSESSMENT AND SELECTION;CRITERIA AND PROCESS	Avg. 2.6	
	PC TRAINING GOALS AND EXPECTATIONS	Avg. 3.4	
	TOWN MEETING	Avg. 2.3	WEEK 1
	Fri. 27/7/84		
	ADMINISTRATIVE SESSION WITH MR.CHIBAMBO	Avg. 4.2	
	FILTERING INFORMATION AND PERSONAL SUPPORT	Avg. 2.2	
	THE STAFF AND COMMUNICATION	Avg. 3.2	
	FARM VISIT	Avg. 4.1	
	Sat. 28/7/84		
	X-CULTURAL "DO'S AND DONT'S",HILL CLIMB	Avg. 4.1	
	FIELD TRIP,SOCCER MATCH AND SHOPPING	Avg. 3.8	
	PARTY AT BHC	Avg. 3.8	
2	Mon. 30/7/84		
	NON-VERBAL COMMUNICATION	Avg. 3.8	
	TRADITIONAL MARRIAGE	Avg. 3.6	
	Tues. 31/7/84		
	FIRST AID AND SHOTS	Avg. 2.0	
	Wed. 1/8/84		
	GARDENING	Avg. 3.4	
	CROSS-CULTURAL FILM	Avg. 3.1	WEEK 2
	Thur. 2/8/84		
	INITIATIONS		
	MALE	Avg. 3.0	
	FEMALE	Avg. 4.5	

2	Fri. 3/8/84		
	TRADITIONAL BIRTH ATTENDANT FIELD TRIP	Avg. 3.3	
	Sat. 4/8/84		
	USIS & STED HOWARDS SESSION	Avg. 4.1	
	PICNIC	Avg. 2.8	
	LILONGWE AFTERNOON VISIT	Avg. 3.1	
3	Sun. 5/8/84		
	TRADITIONAL MARRIAGE(VILLAGE)	Avg. 2.8	
	Mon. 6/8/84		
	RAIN SHRINE:MR.TSANG'OMA	Avg. 2.8	
	TOWN MEETING	Avg. 4.3	
	Tues. 7/8/84		
	FUNERALS	Avg. 4.0	
	Wed. 9/8/84		
	CROSS-CULTURAL FILM	Avg. 4.0	WEEK 3
	Thurs. 9/8/84		
	FIELD TRIP TO MACOHA	Avg. 3.9	
	Fri thru Sun 10/8/84 - 12/8/84		
	SALIMA WEEKEND FIELD TRIP	Avg. 4.5	
4	Mon.& Tues. 13/8/84 - 14/8/84		
	TECHNICAL WORKSHOP/TRAINEE & COUNTERPARTS	Avg. 3.8	
	Wed. 15/8/84		
	LANGUAGE FIELD TRIP(MARKET)	Avg. 3.8	
	MEDICAL LECTURE & SHOTS(Q & A WITH LUCY & JOY)	Avg. 2.6	
	Thurs. 16/8/84		WEEK 4
	WITCHCRAFT(CROSS-CULTURE)	Avg. 2.6	
	Fri. 17/8/84		
	DANCING & CRAFTS FIELD TRIP	Avg. 3.7	
	Sat. 18/8/84		
	INTRODUCTION TO FAMILY LIVE-IN	Avg. 2.5	
5	Sun thru Fr. 19/8/84 - 24/8/84		
	FAMILY LIVE-IN	Avg. 4.2	
	Thurs.23/8/84(During live-in)		
	VILLAGE VISIT AT MFUMU CHADZA(WITH PAUL SYMONS, JIM DALEY & SCOT FAULKNER)	Avg. 3.3	WEEK 5
	Sat. 25/8/84		
	COOKING(AND EATING) SPAGETTI	Avg. 4.3	

6	Mon. 27/8/84		
	FAMILY VISIT DE-BRIEFING	Avg. 3.6	
	Tues. 28/8/84		
	MOCK FSI EXAMINATION	Avg. 3.8	
	Wed. thru Tues.29/8/84 to 4/9/84		
	MOTORCYCLE TRAINING	Avg. 4.3	WEEK 6
	TECHNICAL FOR TEACHERS(to 31/8)	Avg. 3.8	
7	Sun. thru Tues. 2/9/84 to 4/9/84		
	APPROPRIATE TECHNOLOGY HANDS-ON(&RVDW)	Avg. 3.7	
	Mon. 3/9/84		
	EEC SPEAKER(MR.LEHMAN)	Avg. 3.7	
	Tues. 4/9/84		
	AMBASSADOR'S FORMAL DINNER	Avg. 3.5	
	MEDICAL SESSIONS(to 6/9)	Avg. 3.2	
	Wed. 5/9/84		WEEK 7
	TRIP TO LL, PC OFFICE,MEDICAL,MEET STAFF	Avg. 3.0	
	Thurs. 6/9/84		
	RELIGIONS OF MALAWI	Avg. 2.9	
	Fri. 7/9/84		
	LAW AND THEATER(MR.NYASULU)	Avg. 3.0	
	Sat. and Sun 8/9/84 to9/9/84		
	KASUNGU TRIP/SOUTH TRIP	Avg. 4.7	
8	Mon. 10/9/84		
	WOMEN IN DEVELOPMENT PANEL	Avg. 3.5	
	Tues. and Wed. 11/9/84 to 12/9/84		
	FSI LANGUAGE EXAMINATIONS	Avg. 2.8	WEEK 8
	Wed. 12/9/84		
	DINNER IN SENIOR COMMONS ROOM(BUNDA CLOSURE)	Avg. 4.0	
	Thurs. on 13/9/84 to 26/9/84		
9-10	TEACHERS TRAINING IN MZUZU	Avg. 4.8	
	TECHNICAL SPECIALIST CULMINATING EXPERIENCE	Avg. 4.0	WEEKS 9-10

The following table was compiled by averaging all of the sessions in each week, it can have only limited usefulness;

July	24	to	28	Week 1	avg.	3.3	
	29	to	4	Week 2	avg.	3.3	
Aug.	5	to	11	Week 3	avg.	3.8	
	12	to	18	Week 4	avg.	3.2	
	19	to	25	Week 5	avg.	3.9	(Family visit)
	26	to	1	Week 6	avg.	3.9	
Sept.	2	to	8	Week 7	avg.	3.6	
	9	to	13	Week 8	avg.	3.8	
	14	to	26	Week 9-10	avg.	4.4	(Practice teaching and culminating experience)

Weeks 1 & 2 perhaps reflect the trainees feelings about leaving home and also their CAST experience which was negative(see CPR-Monitor included). Also, the general feelings and comments suggested that it was necessary to'prove' that each session was good,other-wise there was a tendency to turn-off. When dealing with older and highly skilled adults, staff must always remember the importance of explaining goals for motivation during the actual session. This was not always done, especially during cross-cultural sessions(with resultant lower evaluation scores for that component). Week 4 is interesting. I think that concern over the upcoming family visit and continuing concern over the medical component plus staff-staff inter-relations and Samus departure can explain this rating.
Week 7 involves the TD style and also events at the site and away from the site that affected training but were not controlable. Specific suggestions will be made in the recommendations section concerning these periods.

Staff evaluation were carried out also, and though confidential and for the use of the training staff only, some general information can be presented:

8/8/84	Weeks 1 - 3	Staff personal	4.1
		professional	3.6
28/8/84	Weeks 4 - 6	personal	3.7
		professional	3.4
28/9/84	Weeks 5 - end	personal	4.0
		professional	3.7

The trainees had very high expectations of the training staff and because of lack of adequate preparation time and lack of experience the training staff never met these expectations. Interestingly though, the program as a whole received high ratings(see CPR). Beginning about mid-training, the entire staff professional ratings went down and this was also observed in the program evaluation for week 4 above. By the end of the program though, the professional rating exceeded the initial rating and suggests that the staff was improving as they gained experience. The training program evaluations are very favorable and suggest that this was ultimately perceived as a good training. I feel that the training staff proved itself in the end.

In looking at the CPR(Country Program Monitoring) two concerns surface:

1) CAST, the stateside staging was felt to be inadequate in all categories, (below 35% positive responses , the issue becomes a concern).CAST received 16%,16%,19% and 19% positive responses. There was a definite problem and it did affect PST in-country negatively on several occasions.
2) TRAINING MANAGEMENT(ADMIN.&logistics), this issue received a 32% favorable response and so becomes a concern. This is partly due to expectations of the trainees about how things should be done and what efficiency is and its importance in a third world setting. Also, I determined at the outset to use the adult training theory completely. This requires that both trainer and trainee take resonsibility and act with maturity and frankly, some of the trainees would not. They demanded that I make them be °good° and I would not. The learning environment was created and maintained, the trainees had the responsibility to take it or leave it; I believe that some blame me for what they did not learn and the guilt that is associated with that failure. Most of the trainees acted with maturity and learned an enormous amount of information in all areas. Ultimately, I feel that all felt their share of responsibility in the success and short comings of the training and the process in itself was a learning experience.(However, next time, I plan to balance flexibility with authority.)

Also in the CPR, several strength areas were identified:

1) OBJECTIVES, the trainees felt that they had achieved adequate levels in all of the components.(Above 65%, the issue is considered a strength.)
2) STAFF, the trainees were positive about language and technical staff performance; 79% and 75% positive responses respectively
3) TECHNICAL, both teachers and tech specialist feel prepared for the tech requirements of their work; at 83% positive responses,

4) LISTENING, it was a definite strength of the program that the staff listened to the trainees concerns.

The other areas of the monitor fall between 35% and 65% and are not considered either strengths or weaknesses but can certainly also be worked upon.

Previous training programs in Malawi have been said to have not had adequate technical training. I feel that this training has met this deficiency.

I should note at this point that the role of Deputy TD evolved into a technical co-ordinator role ,particularlly towards the end of the program and this boosted the technical component scores also.(I would like to see the technical co-ordinator staff training position formalized for all future programs to maintain a high level of tech.training.)

COUNTRY PROGRAM REVIEW MONITORING

SCORING SPREAD SHEET for The PST TRAINEE QUESTIONNAIRE

COUNTRY: MALAWI SEPT 30, 1984

PST: _____ (Date PST Ended)

	PART 1: STAGING				PART 2: IN-COUNTRY TRAINING													3: ASSESS-MENT	
PST PROGRAMS	1 STAGING				2 OBJECTIVES			3 STAFF				4 PREPARED				5 PROBLEMS		6 TRNG STND	7 FAIR
(Include # of PCTs in each Tech Sectoral area)	INFO	SPEC	WORK	USE	TECH	CCT	LANG	LANG	TECH	CCT	TRN MNG	WORK	CCT	LANG	LIV	LISN	RESL		
	PERCENT 4 & 5				PERCENT 4 & 5			PERCENT 4 & 5				PERCENT 4 & 5				%4&5		%YES	%4&5
1. Omnibus* (n= 21)	16%	16%	21%	21%	69%	58%	79%	79%	75%	42%	32%	83%	68%	47%	63%	68%	50%	50%	62%
	3/19	3/19	4/19	4/19	11/16	11/19	15/19	15/19	12/16	8/19	6/19	15/18	13/19	9/19	12/19	13/19	9/18	5/10	8/13
2. _____ (n=)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
3. _____ (n=)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
4. _____ (n=)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
PST TOTAL	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
(n=)	SAME AS ABOVE /				/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

* Sectors not reported, impossible to tabulate PST Tech differences.

COUNTRY PROGRAM REVIEW MONITORING

SUMMARY [illegible] for
PST TRAINEE Questionnaire

COUNTRY: MALAWI

TRAINING OVERALL		PST PROGRAM DIFFERENCES	
STRENGTHS (65% or higher)	CONCERNS (35% or lower)	STRENGTH(15% pts higher)	CONCERNS(15% pts lower)
PART 1: STAGING (CAST)			
NONE —	*very few trainees were positive about the quality of information provided *very few trainees were satisfied with the details pro- *few trainees were satisfied with the description of their work assignments *few trainees felt that CAST was useful to prepare them to serve as a PCV in Malawi	INCOMPLETE DATA COLLECTED TO COMPLETE THIS SECTION	
PART 2: IN-COUNTRY TRAINING			
*most trainees were positive about technical and language objectives *most trainees were positive about technical and language staff performance *most trainees felt that they are prepared for the technical requirements of their work *most trainees felt that they are prepared for cross cultural adaptation	*few trainees felt that the training management(admin & logistics)were adequate		
PART 3: ASSESSMENT			
*most trainees felt that the training staff listened to the trainees concerns	—		

COUNTRY PROGRAM MONITORING

TRAINEE Questionnaire

OATH DATE: (mo)/(yr)

SECTORAL AREA:

INSTRUCTIONS: Circle the number or letter that best reflects your answer for each item in this questionnaire.

PART 1: YOUR STATESIDE STAGING

1) How would you rate the following aspects of your staging event? (Circle "NA" for those items that are not applicable.)

	VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT	HAD NONE
A. The quality of information provided?	1	2	3	4	5	NA
B. Providing details about your host country?	1	2	3	4	5	NA
C. Explaining your PCV work assignment?	1	2	3	4	5	NA
D. Overall usefulness of staging to prepare you to serve as a PCV overseas?	1	2	3	4	5	NA

PART 2: YOUR IN-COUNTRY TRAINING

2) How clear were the learning objectives communicated to you for each of the following training areas by your in-country training staff? (If you were not trained in an area, circle "NT" below. In cases where you were trained, but there were no objectives provided, circle "NA" below.)

	TOTALLY UNCLEAR	SOMEWHAT UNCLEAR	QUITE CLEAR	TOTALLY CLEAR	NO TRAINING	NO OBJECTIVES
A. Technical requirements of your work.	1	2	3	4	5	NT	NA
B. Preparing for cross-cultural adaptation.	1	2	3	4	5	NT	NA
C. Host Language(s).	1	2	3	4	5	NT	NA

3) Below, please rate the overall performance of the staff of your in-country pre-service training staff:

	VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT	DOESN'T APPLY
A. Language Training	1	2	3	4	5	NA
B. Technical Training	1	2	3	4	5	NA
C. Cross-Cultural Training	1	2	3	4	5	NA
D. Training Management (Admin, logistics)	1	2	3	4	5	

4) Now that your in-country pre-service training is completed, how PREPARED do you feel you are with regard to the following demands of your service:

	TOTALLY UNPREPARED	UN-PREPARED	SOMEWHAT PREPARED	PREPARED	TOTALLY PREPARED	DOESN'T APPLY
A. Technical requirements of your work	1	2	3	4	5	NA
B. Preparing for cross-cultural adaptation	1	2	3	4	5	NA
C. Host Language(s)	1	2	3	4	5	NA
D. Living & working in your host community	1	2	3	4	5	NA

5) When trainees informed staff about training problems which of the following most characterized how they responded?

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NEVER DISCUSSED
A. Staff listened to trainees concerns	1	2	3	4	5	NA
B. Staff resolved problems	1	2	3	4	5	NA

PART 3: ASSESSMENT DURING TRAINING

6) During training, were there any standards which you had to meet in order to be sworn in as a Peace Corps Volunteer? (Please circle "1","2", or "3" below.)

1 ... Yes, there were such standards
2 ... No, there were no such standards
3 ... I do not know

7) How do you rate the overall fairness of the process used to assess individual trainee performance during the course of your training program?

VERY UNFAIR	UNFAIR	MIXED FEELINGS	FAIR	VERY FAIR	THERE WAS NO PROCESS
1	2	3	4	5	NA

COUNTRY PROGRAM REVIEW MONITORING

SCORING SPREAD SHEET for the PST TRAINING DIRECTOR QUESTIONNAIRE

COUNTRY: MALAWI

PST PROGRAMS (by end-of-PST dates)	PART 1: TRAINEES			PART 2: TRAINING METHODS						PART 3: TRAINING METHODS & RESOURCES									
	1 SKILLS		2 DISR	3 HOST FAMS		4 VOL WORK	5 OBJECTIVES			6 CROSS-CULTURAL & DEVELOPMENT PST									
										A. AMOUNT		B. INSTRUCTIONAL TECH				C. RESOURCES			
	LANG	TECH		LIVE	AMT		TECH	CCT	LANG	CCT	DEV	LEC	READ	ROLE	EXER	HCA	PRIV	PCV	EXPT
	% or NA		%	Y/N	weeks	Y/N	Y/N			hours		Y/N				Y/N			
1. SEPT '84	0	55%	0	Y	1	Y	Y	Y	Y	40*	5	Y**	Y	Y	Y	Y	Y	Y	Y
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
COUNTRY OVERALL	RANGE	RANGE	RANGE	Ratio /	RANGE	Ratio /	Ratio /	Ratio /	Ratio /	RANGE	RANGE	Ratio /	Ratio /	Ratio /	Ratio /	Ratio /	Ratio /	Ratio /	Ratio /

*does not include family live-in(odd 144hours)

** 85% of structured sessions were lectures

PST PROGRAMS (by end-of-PST dates)	PART 3: TRAINING METHODS & RESOURCES																		PART 4: ASSESSMENT	
	7 CCT & DEVELOPMENT PST TOPICS							8 LANGUAGE PST					9 TECHNICAL PST						10	11
								A. AMOUNT		B. CLSS GRPS	C. PSI			A. AMT	b. FIELD	C. TECHNIQUES				
	HLT	WID	REL	ETH	POL	COMM	HOST	PRIM	SEC		USED	AVERAGE				HOST FAM	PCV WORK	FIELD WORK	ASMT PROC	CONSEQ
	Y/N							hours		Y/N	Y/N	PRIM	SEC	Hours	$	Y/N			Y/N	A-D
1. SEPT' 84	Y	Y	Y	Y	Y	N	N	110	-	Y	Y	1+	-	95	85%	N	Y	Y	Y	C
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
COUNTRY OVERALL								RANGE	RANGE			RANGE	RANGE	RANGE	RANGE					RANGE
	Ratio /	Ratio /	Ratio /	Ratio /	Ratio /	Ratio /	Ratio /			Ratio /	Ratio /					Ratio /	Ratio /	Ratio /	Ratio /	

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COUNTRY PROGRAM REVIEW MONITORING

SUMMARY LEDGER for
PST TRAINING DIRECTOR'S Questionnaire

COUNTRY: MALAWI

This cannot be determined with only one training per year.

	RANGE/RATIO		RANGE/RATIO		RANGE/RATIO
PART 1: TRAINEES					
1) Getting skills requested in: Language? Technical? 2) Trainee disruptions of PST?		6B) Use of CCT/DEV Techniques: Formal lectures? Assigned readings? Role playing? CCT exercises? 6C) Usq of CCT/DEV resources: Host officials? Private host people? Current PCVs? Outside experts? 7) Covering CCT/DEV topics: Community health/nutri. Role of women PCVs & religious practices Ethnic divisions Political structure Comm. org. & development Host perception PC/PCVs LANGUAGE TRAINING: 8A) Average hours of Lang PST Primary language? Second language?		8B) Classes grouped ability 8C) Using FSI exam? If so, average FSI: Primary language Second language TECHNICAL TRAINING 9A) Average hours of Tech PST 9B) Percent TT out classroom 9C) Use of TT Techniques: Living host families? Work PCV sites? Field trips?	
PART 2: TRAINING METHODS					
3) Living with host families? Yes? Number of weeks? 4) Visiting actual/potential PCV sites? 5) Providing PST objectives in: Technical Training? CCT/Development Training? Language(s) Training?					
PART 3: PST CONTENT & RESOURCES				PART 4: ASSESSMENT OF TRAINEES	
CCT & DEVELOPMENT TRAINING: 6A) Average hours of CCT/DEV PST Average hours of CCT? Average hours of DEV?				10) Formal assmt procedures? 11) Consequences not mtg stds?	

PST DATE: 9/84 (mo) (yr)

COUNTRY PROGRAM MONITORING
TRAINING DIRECTOR Questionnaire

CLARIANA

INSTRUCTIONS: Circle the number or letter that best reflects your answer for each item in this questionnaire.

PART 1: THE TRAINEES

1) If trainees were requested to have special language or technical skills (beyond the B.A. generalist level) what percent arrived in-country with the skills below? (If none were requested, circle "NA"):

A) Host country language? ..... 0 % NA
B) Technical skill? ..... 55 % NA

2) What percentage, if any, of the trainees either disrupted training sessions or acted out of class so as to cause negative reactions from host people? (If none, write in "0%").

0 %

PART 2: YOUR TRAINING METHODS

	YES	If "YES", for how many weeks?	NO
3) Did trainees live with host families for any part of PST?	(1)	1 WEEKS	2
4) Did trainees visit actual/potential PCV work sites during PST?	(1)		2

5) Were trainees provided learning objectives in each area below?

A. Technical requirements of their volunteer work ..... (1) 2
B. Preparation for cross-cultural adjustment ..... (1) 2
C. Host Language(s) ..... (1) 2

PART 3: TRAINING CONTENT & RESOURCES

not including family visits

CROSS-CULTURAL and DEVELOPMENT TRAINING:

6A) How many hours of training, on the average, did trainees receive in cross-cultural and development training?

Cross-Cultural Training AVERAGE HOURS = 40 HOURS *
Development Training AVERAGE HOURS = 5 HOURS *

* formal

B) Did you use any of the following instuctional techniques in your cross-cultural and development training?

	YES	NO
A) Formal lectures?	(1)	2 (mostly)
B) Assigned readings?	(1)	2
C) Role playing?	(1)	2
D) Cross-cultural exercises performed outside classroom?	(1)	2

C) Did any of the following participate in your cross-cultural and development training?

A) Host agency officials	(1)	2
B) Private host individuals	(1)	2
C) Current volunteers	(1)	2
D) Expert advisors (anthropologists, folklorists, etc.)	(1)	2

7) Below is a list of issues often addressed in cross-cultural and development training. Which did you formally cover in this training?

		YES	NO
A)	Community Health & Nutrition	(1)	2
B)	Role of women in host society, family, economy, etc.	(1)	2
C)	Volunteer roles regarding religious practices	(1)	2
D)	Ethnic divisions	(1)	2
E)	Political structures	(1)	(2)
F)	Community organizations & development	1	(2)
G)	Host country perceptions of Peace Corps and volunteers	1	(2)

LANGUAGE TRAINING:

8A) How many hours of formal training, on the average, did trainees receive in language(s) during this training program?

PRIMARY LANGUAGE: = 110 HOURS SECOND LANGUAGE: = 0 HOURS

		YES	NO
B)	Were language classes ever grouped according to trainee language proficiency?	(1)	2
C)	Was the Foreign Service Institute (FSI) Proficiency test used to assess trainee language performance?	(1)	2

If "YES", what were the average FSI scores for:

Primary Language: 1+ Average FSI

Second Language: ___ Average FSI

TECHNICAL TRAINING:

9A) How many hours of training, on the average, did trainees receive in the technical area of their work?

AVERAGE HOURS = 95 HOURS

B) Of these total hours in technical training, about what percent was spent in actual field conditions (compared to classroom work)?

85 PERCENT

C) Did you do any of the following as part of technical training outside the classroom?

		YES	NO
A)	Living with a host family	1	(2)
B)	Working in an actual PCV work environment	(1)	2
C)	Field school or field trips to sites	(1)	2

PART 4: ASSESSMENT OF YOUR TRAINEES

		YES	NO
10)	Were there formal assessment procedures for evaluating individual trainee performance against PST objectives?	(1)	2

11) What was the most typical consequence if trainees failed to meet training standards? (Circle only one letter below)

A) There were no immediate consequences; trainee performance was never judged against any standards
B) Trainees were counseled about their performance or behavior, but no further action was required of trainees
(C) Additional training was required, but no one was terminated for not meeting training standards
D) If trainees ultimately failed to meet standards, they were terminated

KEEPING THE BABY, NOT THE BATH WATER

RECOMMENDATIONS

* SCHEDULE TRAINING TO END WELL BEFORE THE END OF THE FISCAL YEAR.

* SCHEDULE A LANGUAGE SESSION DURING THE ORIENTATION WEEK TO FAMILIARIZE THE LANGUAGE TEACHERS WITH THE STUDENTS AND THE METHOD AND TO FORMULATE CLASS ROSTERS GROUPED BY ABILITY.

* CONTINUE USING THE COUNTERPART-TRAINEE WORKSHOP TO PLAN THE CULMINATING EXPERIENCE FOR THE TECHNICAL TRAINING COMPONENT FOR NON TEACHERS, IF MANY DIFFERENT SECTORS ARE INVOLVED.

* ESTABLISH CONTACT WITH THE APCD P&T AS EARLY AS POSSIBLE CONCRNING MINISTRY CONTACTS TO MAKE POSSIBLE THE TIMELY PLANNING OF THE COUNTERPART-TRAINEE WORKSHOP.

* ESTABLISH INITIAL CONTACT BY PHONE WITH S/C SEVEN WEEKS BEFORE THE WORKSHOP AND FOLLOW UP WITH A LETTER EXPLAINING THE WORK SHOP IN MORE DETAIL AT LEAST THREE TO FOUR WEEKS BEFORE THE WORK SHOP.

* IDENTIFY A SCHOOL WITH A PCV AS A PRACTICE TEACHING TRAINING SITE AT LEAST THREE MONTHS PRIOR TO THE PRACTICE TEACHING PORTION OF TRAINING.

* IDENTIFY AND INVITE STUDENTS AT LEAST TWO MONTHS PRIOR TO PRACTICE TEACHING TO ALLOW PLENTY OF TIME FOR COMMUNICATION WITH STUDENTS' PARENTS.

* CONTACT TEACHERS, SUPPORT STAFF AND PCV'S AT LEAST TWO MONTHS BEFORE THE BEGINING OF PRACTICE TEACHING.

* DELEGATE THE RESPONSIBILITY OF SITE ADMINISTRATION TO THE VOLUNTEER AT THE SITE.

* CONTINUE USING BOTH MALAWIAN TEACHERS AND PCV'S IN CLASSROOM EVALUATION.

* PRIORITIZE CROSS CULTURAL SESSIONS AND REDUCE THE NUMBER OF SCHEDULED SESSIONS.

* SOLICIT FROM ALL PCV'S IN COUNTRY A LIST OF POTENTIAL GUEST SPEAKERS FOR PST.

* ENSURE THAT EACH "TRAINEE" HAS A MOTORCYCLE AND APPROPRIATE EQUIPMENT AT THE BEGINING OF TRAINING. (if required for job)

* SCHEDULE MOTORCYCLE TRAINING DURING THE FIRST WEEKS OF TRAINING.

* DURATION OF MOTORCYCLE TRAINING SHOULD BE A MINIMUN OF 3 TO 4 HOURS PER DAY FOR TWO WEEKS.

* MAINTAIN A MOTORCYCLE TRAINING STAFF OF TWO MINIMUM.

* REWRITE THE LANGUAGE TEACHERS' CONTRACTS SO THAT THEY ARE PAID BY THE DAY RATHER THAN BY THE HOUR.

* RESPONSIBILITIES OF EACH STAFF MEMBER WILL BE BASED UPON A JOB DESCRIPTION WRITTEN DURING STAFF TRAINING AND APPROVED BY THE APCD/T OR THE PCD. THIS SHOULD BE ATTACHED TO INDIVIDUAL CONTRACTS.

*

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7. Training in Appropriate Technology	NA (Report not submitted)

TRAINEE ORIENTATION SESSIONS

THE FOLLOWING IS A LIST OF GENERAL SESSIONS CONDUCTED DURING TRAINEE ORIENTATION:

* CLOSURE/FIRST IMPRESSION/WEEKLY SCHEDULE

* PC / TRAINING PHILOSOPHY

*THE ASSESSMENT CRITERIA AND PROCESS

* PC GOALS / TRAINING GOALS / EXPECTATIONS

* FULL TRAINING SCHEDULE

* INFORMATION GATHERING / FILTERING

* STAFF AND COMMUNICATION

FOLLOWING ARE THE SESSION PLANS BRIEFLY DESCRIBING EACH SESSION...

SESSION NAME Closure/First Impressions/ Weekly Schedule TRAINERS R. Clariana NO OF TRAINEES 20 DATE July 25

OBJECTIVES:
To give closure to stateside living and to cast, to open PST in a positive way.

ACTIVITY	DESCRIPTION	TIMING
ANNOUNCEMENTS & LOGISTICS		
INTRODUCTION	Tell the goal of the session, explaing the methods	5 minutes
LECTURETTE	The importance of closure. (Love relation - family love But it must be based upon what you value, some things shouldn't be closed.	5 minutes
DISCUSSION Q's W/ TRAINEES	"ARE YOU LEAVING SOMETHING IN THE U.S. THAT NEEDS TO BE RESOLVED? Think about this then "Determine a strategy to resolve it" (give examples) e.g., girl friend/boy friend, children, business, house, pets....")	5 minutes
	"CAST was your first experience with PC, how do you feel about your CAST". (methods, content, group dynamics) Answer aloud, then close each point, emphasize positive that will carry on into PST	10 minutes
MENTALLY CLOSE THE DOOR	Fantasy, building, pick up good things in memory and bring in, turn and shut the door.	5 minutes
FIRST IMPRESSION OF MALAWI	Open discussion for 10 minutes	10 minutes
LECTURETTE	Training as an experience with value in itself as well as a means to an end. Analogy of College and having fun.	8 minutes
FIRST WEEK SCHEDULE	Present it	5 minutes
CLOSURE		5 minutes

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LOCATION:

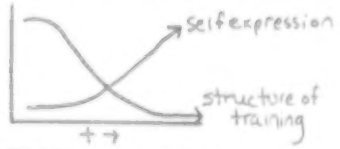
MATERIALS NEEDED:

RECOMMENDATIONS
WHAT WENT WELL?
WHAT DIDN'T:
NEXT TIME?

SESSION NAME Training Philosophy TRAINERS R. Clariana NO OF TRAINEES 20 DATE July

OBJECTIVES: To present the PC Training Philosophy and then support it, discuss and explain the significance of adult education principles, Maslow's Heirarchy as it relates to scheduling and integrated training, and Dale's Cone and it's relation in sessions/activities development.

ACTIVITY	DESCRIPTION	TIMING
PRESENT THE SESSION ALSO GOALS AND OBJS.	Have the outline of the session and the goals on a newsprint, explain the session.	5 minutes
PRESENT PC TRAINING PHILOSOPHY	Have a list of principles, ideas, suggestions for PC training and quickly review this list.	5 minutes
SUPPORT THE ABOVE:		
1. EXPERIENTIAL LEARNING	Have the participants read the experiential learning handout. Explain topics with diagrams on newsprint. Answer Q's on how this relates to training.	25 minutes
2. MASLOW'S HEIR-ARCHY OF NEEDS	Have the participants read the 'NEEDS' handout. Explain as necessary. Make a diagram of security and self-expression. Show with example how this relates to the integrated training concept.	20 minutes
3. DALE'S CONE	Have participants read 'DALE'S CONE'. Show how this is important in developing sessions, give examples (integrated). Handout 'TRAINING LESSON PLAN' sheets, explain how these will be used in training and in the final report.	25 minutes
CLOSURE, RESTATE PC TRAINING PHILOSOPHY (HAVE A PARTICIPANT DO IT, OR SEVERAL)		10 minutes



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LOCATION: Guest House

MATERIALS NEEDED: newsprint, markers, tape, TRAINING LESSON PLAN, handouts, this lesson plan handout, Exp. learning handout, Maslow's Heirarchy handout, Dale's Cone handout, newsprint of session and goals, newsprint of TRAINING PHILOSOPHY

RECOMMENDATIONS
WHAT WENT WELL?
WHAT DIDN'T:
NEXT TIME?

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PEACE CORPS TRAINING PHILOSOPHY

Two key components for an Integrated Training System are commitment to a philosophy and accountability - which assumes the existence of goals and standards. This section outlines the present Peace Corps training philosophy, its training goals and the assumptions underlying the two.

Peace Corps Training is:

1. An on-going process started during staging and continued throughout the Volunteer's service, involving Staging, Pre-service, In-service, and Close of Service Training.

2. An integrated process, with no single component conducted in isolation, i.e., technical skills are learned within a cultural context.

3. A model of the development process which promotes self competency, problem analysis, problem solving and critical thinking.

4. Based on clear behavioral objectives, with minimum performance levels, which are shared with trainees. The selection process includes mechanisms for immediate feedback and evaluations of trainees.

Peace Corp training uses methodologies and techniques that show each trainee as an adult possessing varied individual abilities and skills; it builds on these and involves trainees in the decision making process.

METHODOLOGIES/STRATEGIES FOR PC TRAINING
MALAWI OMNIBUS 1984

1. Training activities will replicate a typical Malawi PCV experience in terms of processing, problem solving, and self assessment.

2. There will be a shared responsibility for success (staff and trainee), therefore there should be a shared responsibility for the planning and the delivery of the training.

3. The members of the community must be willing to listen to the opinions of others also there should be a sensitivity to the needs of others as well as to their own needs.

4. There must be a high quality and great quantity of communication.

5. All members of the community are educationist (staff and trainee). All members must be continually aware of this.

What Is Experiential Learning?

We all learn from our experiences. By touching a hot stove we learn to avoid heated objects. By dating we learn about male-female relationships. By being in a family, we learn about family life. By giving his youngest sister all his used furniture (and having her sell it at exorbitant prices and keeping the money), the authors learned about being conned. Everyday we have experiences we learn from. In fact, education is often defined as changes in behavior caused by experience. Certainly many things about relating to other people can only be learned by experience. Reading a book about marriage is not the same as directly experiencing marriage! Hearing a lecture about love is not the same as learning about love through experience! Experiential learning is one of the most pervasive aspects of our lives.

The use of experiential procedures to learn about behavior in groups was greatly influenced by the personal style and theories of the famous social psychologist Kurr Lewin. Lewin's colleagues and students have been the chief promoters of experiential learning in the area of group theory and group skills. One of Lewin's tendencies was to discover valuable concepts and principles from observing his own experiences and the experiences of others. The most trivial experience, the most casual comment, might spark a thought in Lewin's mind that would result in a new theoretical break-through in the social psychology of groups and interpersonal relations. Those associating with him never knew when an important discovery would be made and this gave their association with Lewin an excitement rare in a relationship with a professor or a teacher. Students and colleagues learned from Lewin how important it is to examine their own experiences for potential principles about the way in which groups develop and work effectively. Thus, Lewin's personal style focused upon experiential learning.

Much of Lewin's research and theorizing focused upon groups and also supported the use of experiential methods for learning about group dynamics. In the late 1930's, and the early 1940's, Lewin conducted a series of studies on group behavior. The findings of his research emphasize the importance of active participation in groups in order to learn new skills, develop new attitudes, and make behavioral patterns more effective. Thus, Lewin's research demonstrates that learning is achieved most productively in groups where people could interact and then reflect upon their mutual experiences. In this way they are able to spark each other's creativity in coming to conclusions relevant to group dynamics and in making commitments to the group to behave in more effective and skillful ways.

Lewin also had a deep commitment to democracy. Through his influence (as well as through the influence of others) democratic procedures pervade the social psychology of groups and underlie the practice of letting students formulate their own learning goals and pursue their own interests in the area of group dynamics. From Lewin, therefore, came the emphasis on studying one's own experiences in order to learn about group dynamics, on discussing mutual experiences with associates in order to increase mutual creativity and learning, and on behaving democratically in structuring learning situations.

How do you tell when you are in an experiential learning situation? When you generate your own experience a set of concepts, rules and principles to guide your behavior and then continually modify these concepts, rules and principles to improve their effectiveness, you are learning experientially.

Experiential learning can be conceived of as four-stages:

1. concrete, personal experiences are followed by
2. observation of, reflection upon, and examination of one's experience which lead to
3. the formulation of abstract concepts and generalizations which leads to
4. hypotheses to be tested in future action in future experiences

This learning cycle (Figure 1.2) results in personal theories about effective behavior and is continuously recurring as you test out and confirm or modify your theories and generalizations.

Experiential learning is based upon three assumptions: 1) that you learn best when you are personally involved in the learning experience, 2) that knowledge has to be discovered by yourself if it is to mean anything to you or make differences in your behavior, and that 3) a commitment to learning is highest when you are free to set your own learning goals and actively pursue them within a given framework. Experiential learning is a process of making generalizations and conclusions about your own direct experiences. It emphasizes directly experiencing what you are studying, building your own commitment to learn and your being partly responsible for organizing the conclusions drawn from your experiences. If you want to learn experientially about leadership, for example, you would take part in an exercise focusing upon leadership and then reflect upon it in order to build conclusions about the nature of leadership and how you may engage in effective leadership behavior.

In experiential learning, the responsibility for your learning is upon you -- not the teacher or the coordinator of the exercise. In experiential learning you need to become active and aggressive in your learning role and give emphasis to constructing your conclusions. The experiential situation is arranged so that you can experiment with your behavior, try things out, see what works, build skills, and generalize for yourself out of your own experience. Appropriate theory is then presented to help summarize your learning and to help you build framework of knowledge that organize what you know. While experiential learning is a stimulating and involving activity, it is important to always remember that experience alone is not beneficial; you learn from the combination of experience and the conceptualization of your experiences.

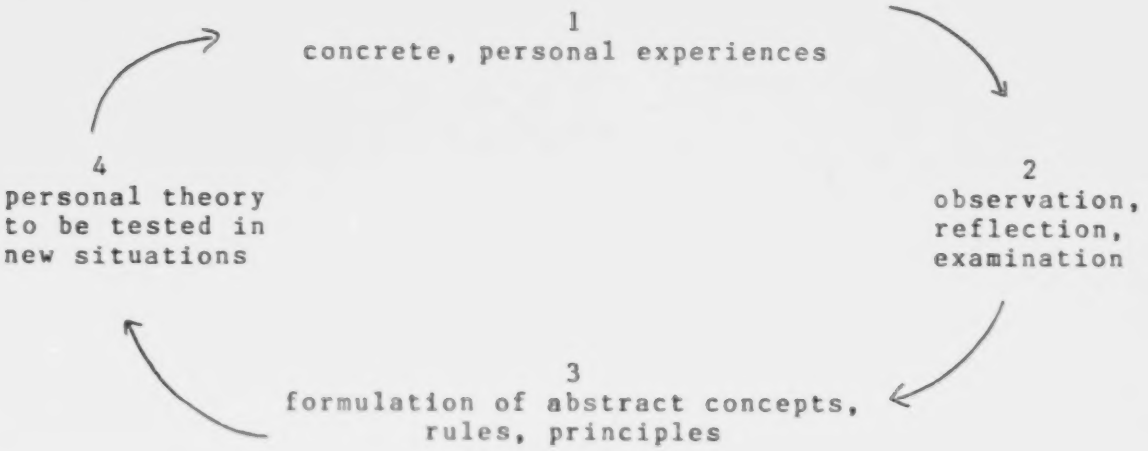
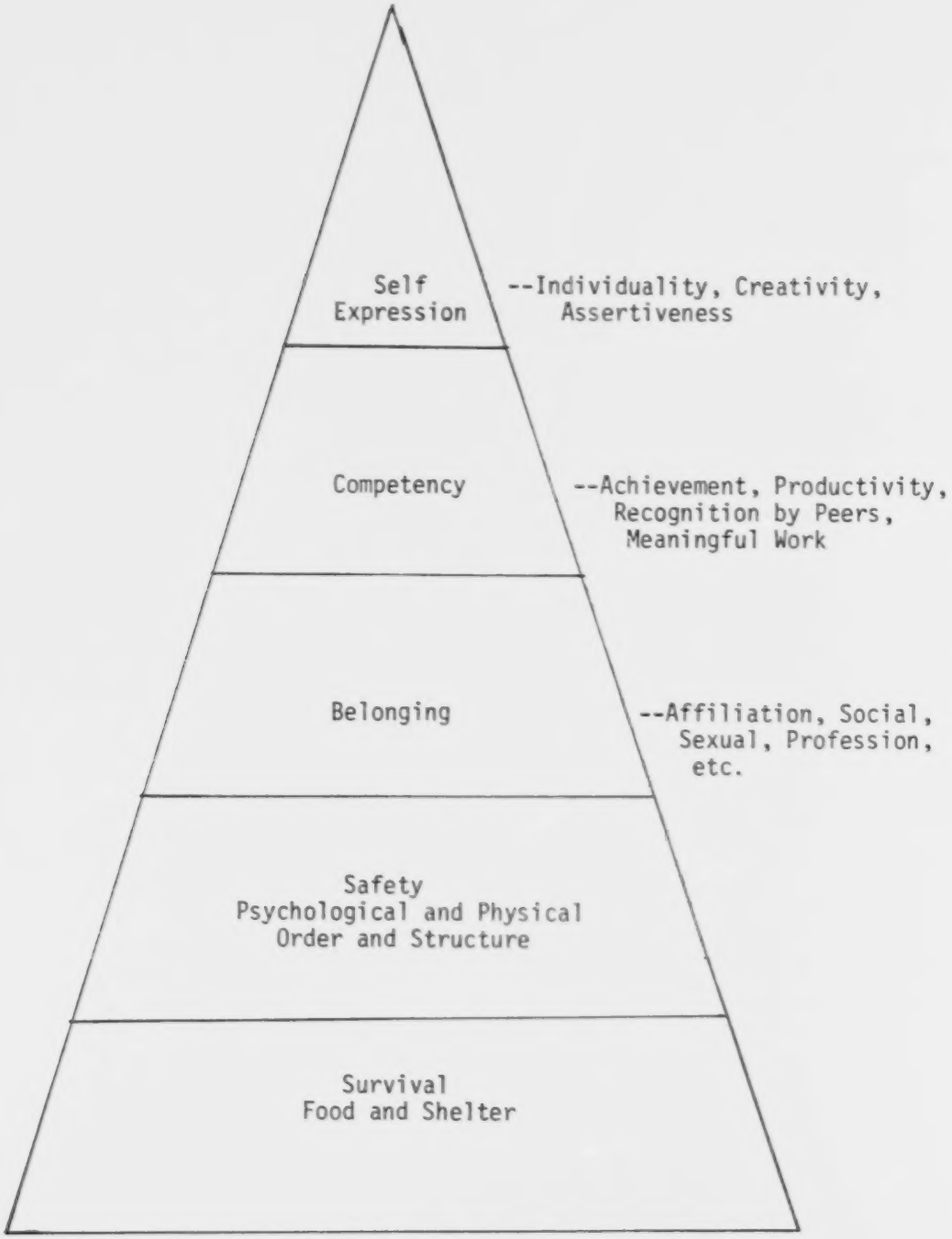


Figure 1.2 Experiential Learning Cycle

Maslow's Hierarchy of Needs



This pyramid represents a dynamic, not static, model of the needs of an individual. Self expression cannot be achieved unless the lower needs have been fulfilled.

effect what realm an individual may find him/herself.

For example, a person within their country may have attained the level of self-expression, however, when in a foreign country with little language fluency, little knowledge of customs, and unfamiliar with the locale, may plunge to the levels of survival and safety.

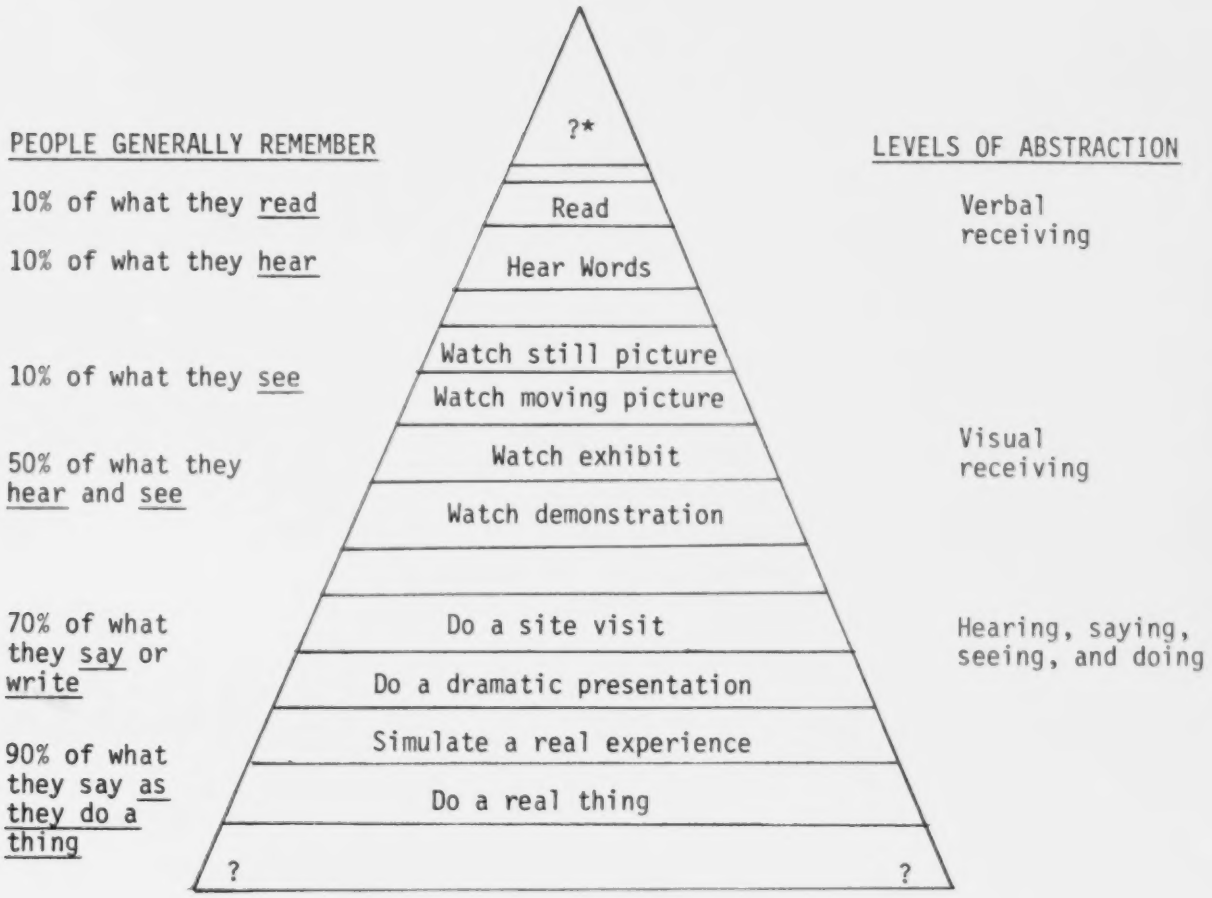
As a person's coping skills expand, which allows for acquisition of those things to fill his/her needs, acceleration up the hierarchy increases.

In Peace Corps training, skill development that fosters, promotes such things as information filtering, discerning cross-cultural cues, etc. assists the trainee, as well as the PCV to move up and down and up Maslow's hierarchy with increased proficiency as they encounter new situations.

DALE'S CONE OF EXPERIENCE

APPLICATION OF A BASIC LEARNING PRINCIPLE

An important learning principle is supported by extensive research that persons learn best when they are actively involved in the learning process. Dale's Learning Cone of Experience shown below shows various learning activities grouped by levels of abstraction. The left column indicates their relative effectiveness as training techniques.



*Question marks refer to the unknown

SESSION NAME THE ASSESSMENT CRITERIA TRAINERS DAVIS/VARNEY NO OF TRAINEES 21 DATE 26/7/84

OBJECTIVES: TO EXPLAIN THE ASSESSMENT CRITERIA BY WHICH PC TRAINEES ARE EVALUATED TO BECOME PC VOLUNTEERS AND THE PROCESSES INVOLVED IN THIS ASSESSMENT.
TO EXPLAIN TO THE TRAINEES ABOUT THEIR IMPUT INTO THE TRAINING PROGRAM IN TERMS OF EVALUATIONS; FORMAL AND INFORMAL

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION	- TELL THE GOAL OF THE SESSION	
LECTURETTE	- PASS OUT HAND-OUT ON THE "BIG 7" ASSESSMENT CRITERIA AND GO OVER THAT	
	- PASS OUT HAND-OUT ON EVALUATION OF PROGRAM, STAFF AND TRAINEES	
	PROGRAM EVALUATION: CONTINUOUS, INFORMAL BI-WEEKLY EVALUATIONS OF EACH SESSION CPR MONITOR (FINAL PROGRAM EVALUATION)	
	STAFF EVALUATION : CONTINUOUS, INFORMAL BI-WEEKLY EVALUATIONS (CONFIDENTIAL) CPR MONITOR	
	LANGUAGE EVALUATION: BI-WEEKLY CONTINUOUS, INFORMAL CPR MONITOR FSI TESTS	
	TRAINEE EVALUATION : STAFF MEETINGS (OFTEN) INITIAL, MID & END OF TRAINING INTERVIEWS FORMAL AND INFORMAL INTERVIEWS AS NEEDED	
PC/MALAWI EXPECTATIONS OF VOLUNTEERS	- HIGH STANDARDS	
CLOSURE	- SUMMARIZE THE SESSION AND ANSWER ANY QUESTIONS NOT PREVIOUSLY BROUGHT UP	

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LOCATION: LECTURE ROOM 2, BUNDA COLLEGE

MATERIALS NEEDED: HAND-OUTS: BIG 7 ASSESSMENT CRITERIA (SEE INTRO.
EVALUATION OF PROGRAM, STAFF, TRAINEE
FLIP CHART PAPER WITH PC GOALS

RECOMMENDATIONS

WHAT WENT WELL? STRESS THE IMPORTANCE OF ASSESSMEI OF THE PROGRAM, STAFF AND TRAINEES TO BUILD THE MALAWI TRAINING PROGI AND TO MAKE GREAT VOLUNTEERS!

WHAT DIDN'T:

NEXT TIME?

SESSION NAME P.C. Goals, Training Goals and Trainees Training Goals TRAINERS Debbe & Sue NO OF TRAINEES 21 DATE July 26

OBJECTIVES:

Translate to trainees the three main P.C. goals, staff's goals for PST and solicit goals for PST from trainees.

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION	Tell what we'll cover in the session.	
SHOW FLIPCHARTS	Covers three main P.C. goals + goals and objectives designed by staff for PST during staff training	
PUT UP BLANK (Sue) FLIPCHART PAPER	Solicit goals for PST from trainees and see how / if they fit in with staff's goals.	
COORDINATORS (long X x-culture)	They'll speak on whatever (perhaps the roles they see themselves in)	
CLOSURE	Quick review of session	72

Total: 1-1½ hours

LOCATION: One of the classrooms

MATERIALS NEEDED: (1) Definition of goals and objectives
(2) Main P.C. goals
(3) Handout on training goals; goals and objectives designed by staff
(4) Blank piece for trainees' goals

RECOMMENDATIONS
WHAT WENT WELL?
WHAT DIDN'T:
NEXT TIME?

SESSION NAME Training Schedule TRAINERS R. Clariana NO OF TRAINEES 20 DATE July 26

OBJECTIVES: To present the schedule (1) To show that the environment or program the staff has designed matches the Trainees expectations of PST (2) To modify the program when it does not (3) To clarify the overall program and schedule for the trainees.

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION	List goals of session	5 minutes
HANDOUT TIME LINE AND SCHEDULE	Read the 10 weeks schedule described on the handout, Read the first and second weeks schedule in detail.	10 minutes
DISCUSS	Show specific examples of where the schedule agree, with the trainees expectations/modify the training schedule as necessary as a whole group.	20 minutes
CLOSURE		5 minutes

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LOCATION: Room 2

MATERIALS NEEDED:
Goals on newsprint; time line,
1st and 2nd weeks schedule handouts
Full schedule on newsprint

RECOMMENDATIONS

WHAT WENT WELL? Everything

WHAT DIDN'T:

NEXT TIME? People wanted to start language at 7:50 rather then 7:20. The change was made.

SESSION NAME Information/Filtering Gathering TRAINERS R. Clariana NO OF TRAINEES 20 DATE July 27

OBJECTIVES:

(1) To ask more precise questions
(2) To give the correct value or weight to answers
(3) To improve the quantity and quality of communication

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION	Give goals/review cast session on this topic and ABC Handout	10 minutes
QUESTIONING	"What am I really asking for when I ask a question?" Example: Question: "Will they know I'm coming?" Ans. "Of course they know" What you really meant Q: "Will they pick us up at the airport?" A: "Yes, they will meet you" Asking wrong questions can create resentment or unresolved ambiguity which hinders communication	5 minutes
REALISTIC SOURCE	"Can I realistically expect to get the answer from this source or by asking this question?" Example Above. If the person doesn't know if they will pick up the trainee, then answering "I don't know" could again cause resentment or unresolved ambiguity which hinders communication.	5 minutes
RESPONSE OF THE SOURCE	Read Handout/Discuss	10 minutes
CLOSURE		5 minutes

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LOCATION: Room 2

MATERIALS NEEDED:

ABC newsprint, session newsprint, questions on newsprint, ABC handout, response of the source handout

RECOMMENDATIONS

WHAT WENT WELL?

WHAT DIDN'T:

NEXT TIME?

A Represents an event, a fact, an activity, some form of reality that exists, something that is.

B Can be seen as someone's interpretation of "A". It represents a stage in information gathering where the factual reality is put through someone's lens or perception screen with which they view the world. ("Rose tinted glasses" if you will.)

C. Is a person's response to either "B" or "A".

"If you ask me about 'A' or you tell me about 'A' I have to get my information through the procedures at stage 'B'".

"But there, at 'B', is what we have to be aware of. One's experiences or perception of reality is going to alter what they pass on as information about such 'reality'. For example, two people go to a movie and interpret its 'reality' differently. Peace Corps Volunteers in the host country experience the 'reality' of the market place, local food and customs differently. What the movie goers and Peace Corps Volunteers are doing is giving you their experience or interpretation of what 'reality' was for them."

"So when you are stage 'C' -- when you want to respond to the reality or facts surrounding a particular situation -- check it out. Is your 'reality' coming from 'A' or 'B'?"

"Of course, sometimes you may not have a choice. Your only available information for making a decision or forming an opinion may come through the screen of someone else's experience. Then your skills at gathering, validating, integrating and filtering information becomes very critical.

How should I treat the information once its' provided?

--views not here (most of us here have had a positive PC experience, we're not the ones who left early. What about HCN response to PC?

-- "truth" (There's no reason the information you get about Country X should be treated as more "true" than you would treat information in a back home setting.)

-- PC community (should you treat information you receive from volunteers or staff equally? Are some volunteers better sources than others/Why?)

-- ambiguity (Can I live with the ambiguity that seems to exist in response to this question?)

-- own truth (What am I going to do to follow up this information with other questions; with other sources/What do I need to know in order to be satisfied?)

-- perspective (How does the information source's perspective about life, fun, development match my own?)

SESSION NAME THE STAFF & COMMUNICATION TRAINERS CLARIANA NO OF TRAINEES 21 DATE 27/7/84

OBJECTIVES: TO INFORM TRAINEES ABOUT THE ROLES OF PERMANENT AND TRAINING STAFF MEMBERS, WHOM IS ACCOUNTABLE TO WHOM AND WHO TO GO TO FOR WHAT; COMMUNICATION LINES; RESPONSIBILITIES

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION	- EXPLAIN GOALS OF THE SESSION	
PASS OUT HAND OUT	- ON THE HIERARCHY OF STAFF MEMBERS	
	- GO OVER THE HIERARCHY ALSO SHOWN ON A LARGE NEWSPRINT	
CLOSURE	- SUMMARIZE THE SESSION AND ANSWER ANY QUESTIONS	

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LOCATION: LECTURE ROOM 2, BUNDA COLLEGE

MATERIALS NEEDED: HAND-OUT ON THE STAFF HIERARCHY
NEWSPRINT ON THE STAFF HIERARCHY

RECOMMENDATIONS
WHAT WENT WELL?
WHAT DIDN'T:
NEXT TIME?

TEACHER TRAINING

INTRODUCTION

Teacher training was broken down into two areas: information sessions and practice teaching. It was designed to give the trainees specific information about secondary schools in Malawi and to introduce them to the materials and resources they would be using as teachers. The information in the initial sessions was presented such that it would be applicable and useful during practice teaching and once the trainees were posted to their sites.

This training actually began on July 31 with a field trip to Mitundu Secondary School where the trainees were welcomed and given a tour by a WUSC volunteer teaching at that school. On August 13 and 14 the first information sessions were held and the headmaster and a teacher from Mitundu in addition to several PCV's were present to work individually with the trainees as they were introduced to syllabuses, books, manuals,exams, schemes of work, and lesson plans. A schedule and evaluation of this program are in Appendix E.

On August 27, the teachers' sites were announced and on August 29, the practice teaching schedule was introduced. On August 30 and 31, the responsibilities for practice teaching were delegated. The trainees then began to plan their lessons and generated lists of activities and field trips for that period. SESSION PLANS ARE IN APPENDIX E-1.

In early September, all of the trainees posted to schools in the Central and Southern regions were given the opportunity to visit their schools and whenever possible meet with their headmaster or his representative. The trainees posted to Mzuzu and Nkhata Bay visited their schools during practice teaching.

On September 13, all of the teachers left Lilongwe and travelled to Mzuzu for practice teaching. This program was the culminating experience in that the trainees were called upon to integrate the information they had previously received and perform in front of a class. On September 25, the trainees filled in their final evaluation of the teacher training and they departed to Lilongwe on September 26.

PRACTICE TEACHING

The main purpose of the practice teaching program in Mzuzu was to give the teachers(trainees) the opportunity to teach Malawian students in a Malawian school situation. We felt that this would help them overcome the initial nervousness in class and help them begin to develop the skills or approach necessary to be effective teachers in Malawi. This program was structured to give the trainees an introduction to a typical Malawian school and an average group of students. It was hoped that this would provide them with a solid base on which they could build while giving them the opportunity to make some mistakes and receive feed back to improve their teaching styles before actually begining at their schools.

The teachers were given the responsibilities of staff members and the various planning, supervision, and organization duties were delegated to them. Different people were put in charge of different portions of the program and it became the responsibility to see that their activity was well organized. We emphasized working with the students in helping them to plan their own activities rather than giving them ready made entertainment.

In the initial planning stages it became apparent that for this program to succeed, the students would need to eat well and have diverse activities to keep them busy all day. To accomodate the students who were giving up two weeks of their holiday we decided on a "summer camp" model with classes in the morning and activities or sports in the afternoon and evening. As during the school year, the challenge lay in keeping the students active all day without working their teachers fourteen hours every day.

This program began on Friday September 14 with a welcome/introduction session, distribution of books and supplies, and demonstration classes in the morning. The afternoon was less formal with small groups of students spending time with individual teachers as they visited the school and told about themselves. This was followed by sports and a dance in the evening. The structured morning and the informal afternoon helped to set the tone for the entire program.

The informal student-teacher interaction continued on Saturday morning (15/9) as the students approached their teachers and offered to show them around town during their free time. The key in making this informal was that the activity was not mandatory and that the students were encouraged to seek out teachers with whom they wanted to spend time. The sports competitions continued in the afternoon.

Sunday was a day off for the teachers and a field trip was scheduled to Nkhata Bay for all except the four who remained behind to supervise student activities in the afternoon.

On Monday (17/9) we began practice teaching and the same schedule was repeated daily for five days. Each teacher had the opportunity to teach fifteen classes (an average of three per day) in their primary subject. Due to the small size of classes (six to nine students per class), a lot of material was covered and the teachers found it a positive experience.

On Saturday and Sunday (22,23/9) we took a field trip to Chikangawa, the headquarters of the Viphya Pulpwood Plantation. The teachers stayed in the resthouses (except for two who stayed with the students) and the students stayed at the local primary school. The visit was good fun with the highlight being our soccer victory over the local team on Saturday afternoon.

Monday and Tuesday (24,25/9) were set aside for video teaching and assessment at Mzuzu Teachers' College. This was a very useful tool for self evaluation by the teachers as it gave them the opportunity to view their mannerisms and hear their speech patterns first hand. Since only one class of students was involved in recording at a time, the others remained at the school or walked to the radio station to record their songs for later broadcast.

Tuesday evening we had a farewell dinner with the students complete with singing, speeches and the giving out of gifts (mathematical instrument boxes and note books) to the students by their teachers.

Wednesday morning (26/9) the teachers departed for Lilongwe via the lakeshore road.

PLANNING

Planning for the practice teaching component was begun in early June when Mzuzu Government Secondary School was designated as the site. An early choice of site is important so that students can be invited early and permission from their parents received before they leave school in late July. Initially, a list of interested students in forms II and III was compiled. This was reviewed by the headmaster, the deputy headmaster and myself and we formulated a list of 55 participants who were invited. This was done before the Republic Holiday in early July so an informational letter with permission slip could be sent home with the students. We received 53 positive responses and 43 of these actually attended the program.

In mid-July, after most of the responses were received, I held a meeting with the interested students to give them more specific information on scheduling and activities during the 14 day program. At that time, I got a list of the students' points of origin and travel itineraries to school after which I told them we would reimburse their transport costs by local bus. It was important to confirm points of origin before announcing about the travel reimbursement because many would take advantage of the offer and travel to Blantyre to visit an Uncle or Sister and expect reimbursement. At this time, I also told the students that they would be eating meat or fish every day and that there would be plenty of food. This was well received because the usual diet at secondary schools is rather insufficient. In addition, I billed the program as "serious in the morning" when they would be in class and "fun in the afternoon" with sports, field trips and club activities. The main goal of this meeting was to give specific information about the upcoming program while setting down the ground rules (wearing of uniforms, promptness, discipline...) and sweetening the pot enough to get the students excited about returning to school two weeks before the end of their holiday.

In mid-August, I received word that J.C. results would be released in late September during our program. Some of the students said they heard of others who were afraid to come to the practice teaching session lest they didn't pass and were humiliated in front of their friends. I quickly sent off a letter to all of the form II participants

saying that they were chosen because of their good results during the term and that I was confident that they would pass In this letter, I also told them of the activities that we had planned and encouraged them to arrive promptly on September 13.
This type of advance communication and planning seemed to work well. Out of the initial 55 who expressed an interest in participating, 43 actually came and judging by the participation in non-mandatory activities at Mzuzu Government Secondary School, this is pretty good.

Administrative Planning

This was done in two stages. The first stage began two months before the commencement of the practice teaching program and the second began about three weeks before the begining of the program.

Stage I (two months prior to program)

*Contact teachers to help with the evaluation of practice teaching so they could plan their leave time around the program dates.

*Contacted the headmaster to discuss and agree upon which facilities would be available to us during the program (dorms, class rooms, science labs, store rooms...). Arranged to open a telephone account with the school that would be billed to Peace Corps at the conclusion of the program. Received approval to hire Junior Staff (cooks, labourers...) during their holiday time to help with various duties. Received approval to use school equipment, projectors, books and vehicle (if necessary).

*Contacted the head of the Home Economics Dept. to use cutlery, dishes, and kitchen equipment. Compiled a hand over list of the items we would need and locked these in secure cupboards.

*Arranged with the school Bursar to hire three cooks, four security guards, and two kitchen helpers.

*Visited PTC, Mc Connell, MBS, Chipiku, MMM, Butchery in Mzuzu to enquire about opening LPO accounts and introduce myself.

*Contacted the principal of Mzuzu Teachers' College (L.M. Magreta) to arrange to use their video recording facilities for teacher assessment. Also requested the use of their bus for transport for field trips

*Arranged with local farmers to plant various types of vegetables that we could purchase from them during the program.

*Contacted interested volunteers and secured a commitment from them to help out with the evaluation/observation protions of the program. Also requested some administrative support from them to help organize different parts of the program.

*Arranged to have hasps put on the lockers in the dorms and have them cleaned prior to the program.

*Contacted the Regional Manager for Oilcom to inform him of the upcoming training program and request his assistance with the provision of Diesel and petrol during the program.

Stage II (three weeks prior to the program)

*Arranged with Hall's Car Hire to rent a minibus from them under the condition that they would provide petrol for us in Mzuzu during the entire training period.

*Confirmed previous commitments from teachers and volunteers to help in the evaluation of practice teaching.

*Confirmed with the headmaster and the bursar that our previous agreements were still valid and that the support staff had been hired.

*Confirmed that the video equipment at the Teachers' College would be available and that staff would be on hand to do the recording. Wrote a letter to Mr. P.J. Longwe confirming the times and dates we would be using the facilities.

*Purchased 70 litres of Diesel from Oilcom for use in the Teachers' College Bus for our trip to the Pulpwood Plantation. Stored this in the work shop at the Secondary School.

*Confirmed with the school Bursar that the dorms would be cleaned before our arrival and that the necessary plumbing repairs had been made.

*Purchased firewood for the student kitchen and the dorm boilers.

Three days prior to the begining of the practice teaching program, I went to Mzuzu to ensure that all of the facilities were ready, purchase supplies, open LPO accounts and work with the teachers and volunteers to make last minute preparations.

In future programs of this nature, I suggest that planning begin roughly in the sequence listed above. This is not an exhaustive list of everything that needs to be done, rather a list of the things that come to mind at this writing. The problem with making contacts as early as two months before the program is that it becomes necessary to follow up many times. This however, is preferable to rushing around at the last minute and perhaps finding that it is too late to make some of the necessary arrangements.

STAFFING

The staff could be broken down into two categories: support staff and training staff.

Support:

-Three cooks from the school were hired to prepare food for the students. The head cook, who was in charge of dividing the work load and making a duty roster was paid K25 and his two assistants were paid K20 each for the training period.

-Mr. Jumbe, the Assistant Head Cook from Bunda College was hired to cook for the teachers and trainers. Assisting him were two women from the school community. Mr. Jumbe received K50 and the two assistants received K25 and K20 respectively for their work.

-Four security guards were hired to be around the dorms where the teachers were staying. The two day guards were also charged with cleaning the dorms and washing clothes while the night guards made fires in the boilers at 3:30am to provide hot water for morning showers. Each of these men was paid k20 for their work.

-The school Bursar, Mr. R.A. Phiri was hired to supervise the students' cooks and the security guards. He also dispersed food to the cooks daily and made sure that most of it was actually served to the students. He compiled daily shopping lists for food and cleaning supplies, and arranged for the delivery of fish, meat, fruit, and vegetables. Before the program began, he helped locate sources of food in Mzuzu and made the necessary arrangements to open accounts with local businesses. His salary was worked out by figuring out his Civil Service salary on a daily basis. This was multiplied by the amount of days that he worked and ten percent was added on top.

-Diane Mescher served as our Site Administrator. She was in charge of supervising Mr. Jumbe and his staff, liasing with Mr. Phiri to coordinate shopping, maintaining LPO accounts with local merchants, planning menus, purchasing, and supervising laundry and cleaning staff.

Training

The training staff was made up of the Training Director, the Technical Co-ordinator, four PCV's and two Malawian teachers.

-Diane Mescher:in addition to her administrative duties, she helped in the evaluation of the Home Economics classes.

-Andrew Danzig: was in charge of distributing and accounting for all supplies and books issued to teachers and students. He also observed French and Math classes.

-Mike Smyser: developed the form used in class evaluation and observed Maths and Latin classes.

The other trainers helped in evaluating Science, Maths and Geography classes.

Observation/Evaluation

This was set up so that each teacher would be observed during one of the three periods they taught each day. When possible the debriefing session was held immediately after the class to discuss what had happened. Each debriefing session was begun by asking the teacher to critique their performance and this was followed by a discussion of the evaluation form. A guideline form for assessment drafted by PCV Mike Smyser was used.

Initially, the possibility of using teaching ability as a criteria for selection as a volunteer was discussed, but after lengthy consultation, it was decided that the role of the evaluators should be to help the teachers to improve their style. During the first two days of practice teaching, the observers viewed classes in their subject area and after this they switched to observe other subjects. The emphasis in evaluating was to provide the teachers with an opinion of their style and classroom presence or approach to teaching while helping them to improve their communication techniques (clarity of speech or explanation of concepts, board work...).

Entertainment, Sports, Field Trips

We tried to make this as integrated a program as possible by overlapping the different areas. In many ways this was a successful approach. Often the evening entertainment or activities were planned during the afternoon club periods. For example, two groups of students rehearsed many times preparing for the recording sessions at the broadcasting studio, or the students prepared lists of questions in the afternoon that were used for the Top Of The Class Quiz Bowl in the evening. One group of boys practiced many times to prepare their soccer team for the match against the plantation team. This integrated approach tended to give some substance to the program by having the activities relate to each other. They acted as the objectives that would enable them to achieve their goals.

Entertainment:

U.S.A. TONIGHT: Perhaps the easiest to organize and probably the most successful program of the week, this received very positive responses from the students. I would certainly recommend repeating this in the future and organizing it the same way.

*Hold it early because it helps teachers and students break the ice and establish a rapport.

*Break up the large group into small groups of 6-12 students and 2 teachers. If each group had a seperate room it would help to avoid distractions.

*Teachers should have personal photos of family, friends, home..., books on the U.S. , picture calendars, post cards.... They can explain these to break the ice and questions from the students follow in an informal manner as a result of their curiosity of the U.S. PCV's must be told in advance so they can arrange to bring these items to the training site.

*Reassure teachers that they can talk about any aspect of the U.S., not just their state.

*Allow at least 2 hours for the session as there will be many questions. The students will not be bored.

*If time permits, this could be repeated with teachers meeting with a different group of students. This would allow the students the opportunity to get a different point of view.

NEW GAMES NIGHT: An easy activity to plan and execute, this was well accepted by the students.

*It allowed the students the opportunity to let off some steam.

*Teacher participation was good and their enthusiasm helped motivate the students take part in activities that they normally would have dismissed as bizarre.

*The teachers put together a list of "fun", non-competitive games and introduced them to the students. The most successful was perhaps, to everyone's surprise, the "Hokey-Pokey."

TOP OF THE CLASS QUIZ: One teacher was in charge of organizing this activity, and three others helped out in the planning. It went well with execllent participation from the students, but there were some awkward moments (especially when the format deviated from the MBC quiz game).

*There were 6 teams of four students. This worked out nicely because more than 6 would have been difficult to work into a schedule, and less would have made competition more limited.

*Three rounds of competition were held before the championship and each round lasted 15 minutes (a good length).

*Each student was allowed 30 seconds to answer a question. This was much too long and should be reduced to 15 seconds.

*Tables, score board, time clock, tournament rankings were set up in an entertaining manner which helped the entire evening progress in a light atmosphere.

*Students felt that there should be "real" prizes for the winners rather than the mock up certificates that were awarded.

*The Students made up most of the questions themselves by team during the club period in the afternoon. The teachers reviewed and recopied them onto seperate sheets. This process was very time consuming.

*The M.C. is very important in keeping the evening live and fun. Preferably s/he should be extroverted.

*This was a very successful program that should be used in future training programs.

AMERICAN MUSIC NIGHT: The idea was that since the students like to dance and listen to music, that they would appreciate hearing and dancing to some American music. This turned out to be a fallacy, and the only music they seemed interested was the American music currently known in Malawi.

*Perhaps this could be done as a club activity with a small group of interested students and no dancing. Listening to music and explaining what the different instruments are, what the lyrics are saying etc.

*This would require more advance planning, and music with a good beat should be chosen as this is what they value most in music.

DRAMA: The idea of this activity was to have the teachers develop a theme and story line of a play and present it to the students. The students would then break down into three groups to prepare three different plays one in French, one in English, and one in Chichewa.

*The idea was sound, and the students were very interested. The problem came with different ideas on the part of teachers. Some thought that scripts should be written in each language and then adhered to during performances, while others felt that it was better to leave the students to ad lib on the theme and story line.

*In the end, the students used the ad lib approach and this seemed to help them be more spontaneous and enjoy it more. This turned out to be the best approach because of the limited amount of time. It also helped make this a relaxed, fun evening because no one expected perfection, rather they expected to have a laugh and a good time.

Sports

In addition to the practices for the soccer match against the Viphya team, several other sports were played during the two weeks. Games of Volleyball and Basketball were played, but perhaps the most successful were the American sports of Softball and Ultimate Frisbee. The students participated in these new sports with much interest and intensity because they were different to anything they had ever seen before. Many times they approached the teachers during their free time to borrow frisbees so they could practice.

*The success of the sports program was largely due to the interest and motivation that the teachers brought with them.

*Dividing the students into teams for purpose of tournament competitions was discussed, but it was felt that this would perhaps hinder the learning of the new sports and that the students may only wish to compete in the sports they were already familiar with.

Field trips

Throughout the thirteen day program, three different trips were planned: one to the studios of the Malawi Broadcasting Corp., one to the Mzuzu Airport, and one overnight trip to the Viphya Pulpwood plantation. I made the initial contacts in person and had the teacher in charge of the field trips write a letter to each place to confirm times and the dates of our visits.

To avoid travelling in large groups and crowding into small rooms at MBC and the Airport, we broke the students into two groups according to their year in school. On Monday 17/9 the formII group went to the radio station and the form III group went to the airport. On Friday 21/9 the groups switched and visited the place they hadn't yet seen.

Both places were big hits with the students: MBC because they got to ask all sorts of questions to the D.J.'s they hear on the radio every day. and the airport because they were able to see the weather recording equipment, radar and other apparatus that they've learned about in school.

On Monday and Tuesday 24,25/9, different groups of students returned to MBC to record some songs that they had worked on during the club and activities periods of the week before.

The proximity of these places to the secondary school made it very easy and cheap to visit them. Different teachers were assigned to escort the various groups as they walked to the radio station and the airport. The trip to the Pulpwood Plantation was very successful in several ways Firstly, all of the students had studied about it in their Geography classes, so the trip reinforced their classroom experience. Secondly they were able to visit a place that they never would have had the opportunity to see otherwise because it is out of the way and difficult to get to. Thirdly, the soccer game that we scheduled against the local team gave a group of students aplace to focus their energy during the sports sessions of the previous week.

These field trips provided the teachers with the opportunity to supervise students outside of the school setting. They also demonstrated the validity and motivational qualities of experiential learning in a secondary school situation.

In rereading the section on practice teaching, it seems that the emphasis was often placed on the students rather than on the teachers. The training was indeed for the teachers, but as stated in the introduction, without making the students feel that they were having a much better time at school than they would have at home, the program could not have been as successful. In providing an integrated program for the students, the teachers had to organize everything. This gave them teaching experience in the class room, in planning activities, in supervising students during activities both on and off the school premises, and helped them become familiar with how a secondary school in Malawi functions.

The trainees rated this portion of training a 4.8 out of 5. The success of this program was due to two very positive factors: the teachers and their students. The teachers were highly motivated and took initiative when they saw something that had to be done. Their high level of enthusiasm both in the classroom and during the activities motivated the students to join in the program with intensity. The students bought into the program completely and I attribute this to the motivction, interest, and excitement of the teachers. The students saw that if they work with the staff that they can have a very positive experience both in terms of learning and recreation.

The following compiled summary of the evaluations filled in by the teachers explains their feelings about the different aspects of practive teaching. Since training is for the trainees, this will stand as a conclusion.

EVALUATION OF THE TEACHER TRAINING PROGRAM IN MZUZU

The purpose of this practice teaching program was to introduce you to an average Malawian secondary school and a Malawian classroom situation. Keeping this in mind, I would appreciate any comments or suggestions that you may have in evaluation of this program. All comments and suggestions will be compiled and included in the final training report which will be used as a reference for future training programs.

1. Which aspects of teacher training in Mzuzu were most helpful in orienting you to secondary schools and teaching in Malawi?

*All aspects including sleeping and eating conditions in addition to class room behavior. All myths were vanished regarding the rumor that the students only "polly parrot" information.

*Teaching our own classes based on an average time schedule.

*Actually seeing a school, meeting students, and seeing laboratories.

*The chance to meet staff members/actually teaching a class/getting a feel for school logistics.

*Teaching Malawians was very helpful and also observing how the school is administrated managed and the social barrier between the staff and students.

*40 minute class periods/holding it in a "real" secondary school and having Malawian students made it pretty realistic or true to life.

*I learned that mixing as an equla is not appropriate for either the teacher or the student. An aspect I found important was communicating to the students that learning could be a good time. Having to be responsible for 40 boys overnight during the field trip was difficult but a good introduction to the duties of a teacher.

*Having enough people who had taught in Malawi. Having actual students.

*The most important aspect was meeting the students, getting a feel for their reactions, having to plan their time, trying to maintain their respect throughout. Also, getting a feel for the time required to plan lessons, activities, etc.

2. Do you feel that this program was representative of an actual achool situation in Malawi? Specifically, which areas seemed most realistic and which would you recommend changing?

*From what I have heard, I believe this program was representative except for the absence of girls which makes a different atmosphere. However, is it usual for the students not to know of activities until just before they happen?

*Kind of. Most realistic: schedule, students attitudes, respect, clubs.
Concerns: Class sizes were small and perhaps we progressed too quickly in completing our lesson plans than we will at our schools.

*The actual teaching was helpful but I felt that too much emphasis was placed on entertaining the students and this detracted from the experience.

*Not necessarily representative due to the exceptional calibre of students, but probably the best situation for training.

*Probably as realistic as possible under the circumstances, but obviously a typical class will have more students and move slower.

*Yes, can't think of any changes.

*Yes, the rigidity of the system was apparent. I wouldn't recomment any changes. The students were obviously more light hearted as they realized this had no ramifications on their actual educational notes. This was good and helped ease the pressure. It was good for us to have to run clubs, sports, etc. It gave us a real look at the way things might be.

*The program was as representative as it could be given the situation. The fact that the students were brought back specifically so we could teach--and their knowledge of it--can not be changed. I can't recommend any changes--I think it was really beneficial.

*The program was challenging, though not as hectic(I'm sure) as a normal school year since it is impossible to have all the other teachers and students there to deal with. I will use this past week as a guide line--take it five times and I have an idea of the pressure involved in teaching. The program was very representative of an actual school situation--students'time had to be structured, usual duties were assigned--well done.

3. Are there any areas that you feel you need more training in at this time (should these be addressed in future pre-service trainings)? Which areas would you like to address during in-service training?

*Can't think of any.

*Public speaking needs attention. The teacher volunteers(COS) were worth their weight in gold. So were the faculty members from Mzuzu and Technical Trainers. In future do the video teaching and allow time to return to the class room to work on certain weak areas.

*Protocol in the classroom: who stands when, and why.

*No.

*It's hard to say at this time. Give me a month on site and I'm sure I can come up with suggestions for in-service training.

*The necessity of maintaining a definite seperation between students and teachers. More information on the limits of teachers' authority: do's & don'ts especially regarding teachers who are close in age to the students.

*I would prefer that the video taping be done mid-week so that people could work on changing their stlye.

*I'm curious about why the girls do less well than the boys in school, and it might help to discuss more on discipline. Also, how better to teach for the JC and MCE exams.

4. Did you find the observation/evaluation process to be adequate? What would you do differently?

*The best thing about the evaluation was that I felt it was low pressure. If I had wanted more supervision or evaluation, all I had to do was ask. The evaluators were differing degrees of help, but I felt free to accept or reject their opinions.

*Very adequate. Nothing should be changed because I think that more evaluation leads to a better realization of ones habits.

*Yes, it was good that all the evaluators were laid back. This gave the trainees the feeling that the whole gig wasn't riding on each lesson.

*I could have used more feed back, although what I got was excellent. Most of the evaluation and of observations I received came from the students, rather indirectly. What I would recommend is a period of 5-7 days after teacher training so that each teacher will have the chance to assess themselves, and based on that assessment improve their performance.

*Very beneficial, but I would limit the number of evaluators/class to no more than two.

*Helpful and more than adequate.

*I felt it was a sort of hit and miss process and unfortunately my best class was missed. I got hit 7 straight times in the middle of the week and none at the end of the week when I warmed up.

*It was adequate, however, I feel evaluators would have been more helpful at the end of the week than the begining. Limit observation to support at the begining.

*It would be helpful if the evaluator had some idea of your objectives beforehand so as to ascertain whether you are achieving your goals.

5. How would you rate the relevance of the initial sessions in Lilongwe (on syllabus, calendar, schemes of work, lesson plans...)to the program in Mzuzu. Please be specific.

*Relevant, though much of that has to be experienced to be real. It helped to have an introduction and to be seeing it for the second time instead of the first.

*It would be better if immediately after we could practice teach, just so the actuality of lesson plans etc. become real.

*This perhaps is the weakest aspect of training. The French sessions were very good. I enjoyed seeing Mr. Martin and doing some peer teaching. However, coverage of syllabus, schemes of work, lesson plans was vague at best.

*Good in that it provided an early start in preparing lesson plans.

*Good to become familiar with the tools at our disposal, ie. syllabus,text books, work books, etc.

*The meeting with Mr. Banda was very helpful.

*Confusing--cram session. Needed more explanation it was rather over our heads and difficult to concieve at the time.

*I would rate the initial sessions as being very informative to the program. Putting time in on a claendar, schemes of work, lesson plans etc. prepared us to use this information in Mzuzu.

6. Would you recommend using video assessment in future trainings? Why or why not?

*Yes, it is useful, though embarassing to see for yourself what is not good about your teaching style. When it stared me in the face, I couldn't deny it and I'm not as likely to forget those problems.

*Yes, It helped me realize that what I had been told in the observation/evaluation sessions was actually true.

*Yes, it wasn't a great experience but it gave an objective perspective--certainly it wasn't harmful.

*Did not appear to be too beneficial.

*Yes, because it is most helpful as a self evaluation tool. Perhaps future trainees should be made to evaluate themselves fully before discussion with trainer.

*No, as a veteran of video wars I feel actual live observation is much more helpful.

*Yes, you are your worst and best critic.

*The video assessment gives you the opportunity to see any mannerisms that you would like to avoid and lets you assess your eye contact.

7. Given our constraints in terms of class size and scheduling, do you feel this twelve day program has given you a feeling for what teaching in Malawi is like?

*It is a definite start. I think the program was well planned presented and thought out. It went off with no outstanding problems--even when th coordinator was sick for two days, the program was organized so that it could run itself. I felt as if the trainees played an active part--we were not helpless to change anything we disliked or felt could be made better. It was a hard week, but exhilarating.

*This has been the best period of training.

*Yes, superb success. Teacher training here would be a sham without it. There are still questions I have, but I have enough confidence to answer them on my own.

*Yes, probably the most beneficial aspect of pre service training. It was well planned, organized and carried out.

*If it does not give a feel for teaching for everyone, then at least it alleviates the problem of adjusting to a new situation. The volunteer can hit the ground running at their school. It might be more helpful (if logistically possible) for trainees to spend more time--a couple of days--at their own schools to become familiar with the physical plant and staff.

*I certainly do with boys. Girls will probably be different.

APPENDIX E

GOALS FOR TEACHER TRAINING WORKSHOP
AUGUST 13, 14

1. To introduce trainees to how their subject is taught in Malawi.

2. To provide resource persons who have taught each subject to introduce schemes of work, texts, teachers' manuals, past exam papers, and to answer questions.

3. To provide information to the trainees that will be useful in planning their time at school (school calendar, actual teaching time, unscheduled holidays...)

4. To familiarize trainees with the actual text and work books they will be teaching from.

5. To analyze past exam papers using the Examination Analysis Process.

6. To write a specific scheme of work utilizing the syllabus, teachers' manuals, textbooks, and exam grids.

OBJECTIVES

At the end of this workshop, the trainee will:

1. Have read the most important textbooks used in his/her subject area.

2. Have analyzed several past exam papers by topic to determine which topics are emphasized on the examinations.

3. Have written a detailed Scheme of Work for one term broken down into weekly units specifying references used, page numbers and exercises or experiments planned.

TEACHER TRAINING WORKSHOP - AUGUST 13, 14, 1984

Monday, August 13

9:30 - 10:30	Welcome, Introduction/Expectations -Headmaster's expectations of staff members (G.J.M Banda - Headmaster: Mitundu Secondary School) -General school information: Calendar
10:30 - 11:00	Tea Break
11:00 - 12:00	Session I: Read syllabus and look at past exam papers -develop a list of topics on the syllabus
12:00 - 12:40	Session II: Introduce textbooks, workbooks, teachers' manuals -locate different topics from the syllabus in the books and manuals
12:40 - 2:00	Lunch
2:00 - 2:30	Session III: Introduce Schemes of work for specific subjects -evaluate according to syllabus
2:30 - 3:30	Session IV: Introduction of Examination Analysis Process -begin evaluating past exam papers
3:30 - 4:00	Tea Break
4:00 - 5:30	Continue with evaluation
5:30 - 6:00	Free Time
6:00	Dinner

Tuesday, August 14

7:50 - 8:50	Language Classes
8:50 - 9:30	Breakfast
9:30 - 10:30	Continue with Examination Analysis Process
11:00 - 12:40	Session V: Write a detailed Scheme of work utilizing information gathered from sessions I-IV on syllabus, books, and the Examination Analysis Process

12:40 -	2:00	Lunch
2:00 -	3:30	Continue scheming
3:30 -	4:00	Tea Break
4:00 -	5:00	Finish schemes
5:00 -	5:30	Closure: Evaluation of workshop -generate a list of topics for further training

SESSION NAME WELCOME/INTRODUCTION TRAINERS DEVLIN NO OF TRAINEES 12 DATE 13/8/84

OBJECTIVES: To introduce the two day workshop and have a Malawian headmaster give his expectations of teachers as well as his impressions of volunteers. To introduce the School Calendar.

ACTIVITY	DESCRIPTION	TIMING
Presentation	Goals and expectations for the two day workshop Mr. Banda headmaster of Mitundu Secondary School gave his expectations of staff members Presented the school calendar emphasizing the hidden holidays and outlining how many actual teaching days are in one term.	

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LOCATION: Room 2 Bunda

MATERIALS NEEDED: hand out on goals and objectives

RECOMMENDATIONS

WHAT WENT WELL? Good session: see evaluation compl by trainees.

WHAT DIDN'T:

NEXT TIME?

SESSION NAME Intro. to Syllabus, Exams TRAINERS Devlin NO OF TRAINEES 12 DATE 13/8/84

OBJECTIVES: To introduce trainees to the Syllabus, text books, and manuals that they will be using in teaching their main subject.

ACTIVITY	DESCRIPTION	TIMING

Subject teachers introduced the syllabus, text books, work books, teachers'manuals and teaching aids to the trainees. The teachers were available for questions and consultation for the entire day.

Tasks: to make a list of major topics on the syllabus and locate these in the books and manuals.

99

LOCATION: Room 2 Bunda

MATERIALS NEEDED: Syllabus books, text books, teachers' manuals

RECOMMENDATIONS see evaluations

WHAT WENT WELL?

WHAT DIDN'T:

NEXT TIME?

SESSION NAME Schemes of Work TRAINERS: Davi... NO OF TRAINEES 12 DATE 13/8/84

OBJECTIVES: To introduce the concept of Schemes of Work, their use and explain why they're required in Malawi by the Ministry of Education.

ACTIVITY	DESCRIPTION	TIMING
Presentation	Explanation of the value of Schemes Give an example of a Scheme of Work including references, page numbers, homework assigned and comments written by the teacher.	
Q's & A's	Trainees met with their resource persons and discussed the specific way in which schemes were written for the different subjects.	

100

LOCATION: Room 2 Bunda

MATERIALS NEEDED: hand out, Syllabus, text books

RECOMMENDATIONS see evaluations

WHAT WENT WELL?

WHAT DIDN'T:

NEXT TIME?

SCHEMES OF WORK

WEEK	WORK PLANNED (specific topics, exercises, etc.)	REFERENCES (book titles and page numbers)

SESSION NAME Exam Grid/Levels of Thinkin TRAINERS Clariana NO OF TRAINEES 12 DATE 13/8/84

OBJECTIVES: To present the Examination Analysis Process in such a way that the trainees are able use it to analyse exams in their teaching areas.

ACTIVITY	DESCRIPTION	TIMING

Presentation of Bloom's Taxonomy

Hand out exam folders with past papers for analysis

TASK: apply the Analysis Process to exams and try to draw conclusions as to which types of questions and what levels of thinking are required for the different exams.

Break into small groups and discuss findings. Discuss findings with resource persons.

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LOCATION: Room 2 Bunda

MATERIALS NEEDED:
Hand out on Bloom's Taxonomy
Exam Analysis Grids
Copies of past JC and MCE papers

RECOMMENDATIONS

WHAT WENT WELL? This session went well, however it could be more useful at an in serv training after they have taught fo several months.

WHAT DIDN'T:

NEXT TIME?

Levels of Thinking
Intellectual Abilities and Skills
(Bloom's Taxonomy)

Knowledge

1.	Memory	Ability to recall facts/information. (In 1492, Columbus sailed the Ocean Blue.)

Comprehension

2.	Translation	Ability to put communication into another form. (State the problem in your own words, interpret a diagram, grasp the meaning of a political cartoon.)
3.	Interpretation /extrapolation	Ability to reorder ideas, comprehend interrelationships, draw conclusions from different sets of facts. (Give your interpretation of a poem, gather data from a variety of sources and prepare an organized report.)
4.	Application	Ability to apply principles to actual situations. (Take principles learned in math and use these to lay out a baseball diamond.)
5.	Analysis	Ability to distinguish and comprehend interrelationships, and make critical analysis. (Discuss how democracy and communism differ, be able to detect logical fallacies in an argument.)
6.	Synthesis	Ability to rearrange component ideas into a new whole. (Write a comprehensive term paper, plan a program.)
7.	Evaluation	Ability to make judgments based upon internal evidence or external criteria. (Evaluate a work of art, discuss a development project that will damage the environment.)

A good examination should test every level of thinking. The higher the level of thinking needed to answer the question, the more difficult the question seems to the examinee. At the same time, more marks should be awarded for questions at higher levels and so students unprepared to answer such questions will be doubly penalized. Certain topics often are examined at certain levels of thinking because it seems "normal" or "natural" to do

so. If such a trend occurs, the topic should be taught at the level that it is tested. Certain topics are strictly memory and valuable time may be wasted pursuing these topics at higher levels while at the same time some other topics must be taught at higher levels. Making an exam "table" based upon Bloom's Taxonomy is a quantitative and qualitative way to review past exams. It will also allow you to compare your teacher-set exams to the National Exams in a substantive way, the closer your exam is to the National Exam, the more likely your students will be able to maximize their scores on that exam.

The process begins by reading each question. Evaluate the question to determine what topic/topics are involved and at what level of thinking. Then tic the Exam Grid Chart at the appropriate place. When you have gone through all of the questions on the Exam paper, the Exam Grid Chart is completed for that exam.

EXAMINATION ANALYSIS GRID FOR MATH

_____

SUBJECT

TOPIC	TOTAL	YEAR	YEAR	YEAR

150

EXAMINATION ANALYSIS GRID 901

EXAM: _____

TOPIC	total	MEMORY	TRANSLATION	INTERPRETATION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION

SESSION NAME Lesson Presentation TRAINERS Blough NO OF TRAINEES 6 DATE 13/8/84

OBJECTIVES: To present a lesson in French using a flannel graph and figurines to demonstrate how the teaching aids can be used to enhance presentation

ACTIVITY	DESCRIPTION	TIMING
Presentation	Lynn Blough used the audio-lingual method to present lesson 6 of Pierre et Seydou 1-A The purpose was to show how effective a presentation completely in French could be with the use of visual aids, mimick, and acting.	

107

LOCATION: Room 1 Bunda

MATERIALS NEEDED: Pierre et Seydou 1-A 7copies
flannel graph
figurines.

RECOMMENDATIONS

WHAT WENT WELL? A good way to introduce the audio-oral method. The surprise factor since the trainees had never seen t type of teaching before was quite effective and helped motivate them participate actively in future ses:

WHAT DIDN'T:

NEXT TIME?

SESSION NAME FRENCH INSPECTOR'S WK SHOP TRAINERS J.P. MARTIN NO OF TRAINEES 0 DATE 14/8/84

OBJECTIVES: TO PROVIDE A COMPREHENSIVE OVERVIEW OF THE METHOD USED TO TEACH FRENCH IN MALAWI

ACTIVITY	DESCRIPTION	TIMING
	MR . MARTIN PROVIDED A COMPREHENSIVE OVERVIEW OF THE PIERRE ET SEYDOU METHOD AND EXPLAINED THE COMPONENT PARTS OF A LESSON INCLUDING PRESENTATION, REEMPLOI, FIXATION, APPROPRIATION. HE ANSWERED MANY QUESTIONS AND SPOKE FROM HIS EXPERIENCE AS A FRENCH TEACHER IN KENYA. TASK: THE TRAINEES OBSERVED MR. MARTIN'S STYLE AND SUBSEQUENTLY PREPARED AND PRESENTED LESSONS IN A PEER TEACHING SITUATION FOR THE INSPECTOR TO CRITIQUE.	

108

LOCATION: ROOM 1 BUNDA

MATERIALS NEEDED: TEXT BOOKS, FILM STRIP PROJECTOR, TAPE RECORDER, FILMS, TAPES, FLANNEL GRAPH FIGURINES AND DICTIONARY.

RECOMMENDATIONS

WHAT WENT WELL? A VERY WORTHWHILE WORKSHOP IF A

WHAT DIDN'T: LITTLE TOO INTENSE. SEE EVALUATIO

NEXT TIME?

EVALUATION TABULATION FOR TEACHERS' WORKSHOP

AUGUST 13, 14

Ten participants out twelve returned the evaluation forms. An average of the numerical scale was provided for purposes of comparison while the distribution was indicated to show the validity of the averages. Comments listed have been copied exactly as they were written by the participants.

1. Headmaster's Expections of Staff and Ministry Regulations.

1	2	3	4	5	
		(3)	(2)	(6)	Avg. 4.3
not appropriate				very useful	

Comments:

1. It was good to know first hand from a headmaster what the deal is.
2. As a representative from the Headmasters organization his presentation covered all areas.

2. General School Information - General Calendar

1	2	3	4	5	
			(3)	(8)	Avg. 4.7

Comments:

1. Nice to know actually how much teaching time there is
2. Particularly Bob's comments on real US imaginary time.
3. Very useful - though vague (because it's impossible to be specific about a fickle schedule) it helps to have some idea of the general schedule - No. of days of actual teaching time.
4. Helpful to gage your progress.
5. Vital information.

3. Introduction of Syllabus/Exams/Books/Schemes of Work

1	2	3	4	5	
		(2)	(4)	(4)	Avg. 4.2

Comments:

1. It was good to know the importance of the exams and something about schemes of work.
2. Especially important to review the texts and exams.

..2/..

4. Interaction with Subject Teachers.

1	2	3	4	5	
		(1)	(2)	(7)	Avg. 4.6

- Should this be included in future programs? Yes (10)

Was your subject teacher effective in answering your questions? (give their names)

Comments:

1. Yes. Bob - very helpful and M. Martin also very helpful.
2. Yes. Bob, Lynn, M. Martin
3. Yes. A bit accessive for the French teachers but good practical experience nonetheless. Bob was great and speaks excellent French - easy to talk to; not condescending.
4. Yes. Bob, Lynn. Excellent.
5. Yes, very. Bob/Lynn.
6. Was not informed of the lack of interaction from the beginning.

   Lynn answered questions that I could formulate to ask. However with a workshop more questions might have been generated on various subjects.
7. Yes. Mrs. Sam.
8. Yes.
9. Yes. Mr. Banda.
10. Yes. Bob and Lynn

5 Introduction of Schemes of Work Format

1	2	3	4	5	
	(1)	(5)	(2)	(2)	Avg. 3.5

Comments:

1. Introduction was fine but I would have liked to work on actually writing one.
2. Good, but should schedule when French teachers can participate
3. Useful.
6. Haven't done much with it yet, but it will be useful as its required at school site.
7. Would be nice to know exactly subjects to be taught.
8. Did not review during two days.

..2/...

6. Examination Analysis Process (Exam Grid)

1	2	3	4	5	
	(3)	(1)	(4)	(1)	Avg. 3.3

Comments: 1.Not very helpful for French.

2.As most PCVs have never faced even a remotely similar situation, there may be a need to explain the education/ testing situation more fully in advance so that teachers really pay attention to this segment

3.French teachers didn't do this but the idea seems good in aiding students to pass exams.

4. (Not yet done).

5 Good idea!

7. ICE Session

1	2	3	4	5	
(1)	(1)	(2)	(4)	(2)	Avg. 3.5

Comments:

1. Longer than necessary - just giving the handouts would have satisfied.

2. Have not read yet.

3. I haven't read the handout yet, but it's useful to be exposed to/aware of the possibilities.

4. Short but sweet.

What topics would you like to be included in future teacher training sessions. (Specify your subject if appropriate).

1a. More practice (guess that's at Mzuzu)

b. More demonstrations by a variety of teachers in same sub. area.

c. More ideas on keeping class alive - including using readily available teaching aids.

d. Perhaps some educ. theory precise and pertinent.

...4/....

ICE Session (Contd.)

What topics would you like to be included in future teacher training sessions. (Specify your subject if appropriate)

2. French.
   Teacher/Student Relationships.
   Possible Secondary Projects within school framework.

3. In Home Economics I would like to see more interacting with the H.E. counterpart as learning how to care for Home and Family is at least as important as French or Math. More Malawians will care for homes than go on to the University.

4. I would like to have more math books (especially geometry)

5. Let you know in about two months.

6. Meeting of counterpart.

French Teachers only

- What did you like most about the sessions?

1. Practice teaching.
2. Explanation of method - and M. Martin's ideas on involving students thru day to day happenings.
3. Attempting to teach and having the French inspection help out.
4. M. Martins critiques of our presentation.
5. The practical experience - a chance to "get my feet wet".
6. It was very helpful to talk to M. Martin and to review the Pierre et Seydou method.

- What did you like least?

1. I thought all the French time was well spent. However, it seemed that a lot of time was spent doing nothing - particularly when we do not have a lot of background collectively teaching - e.g. on Tues, session was to start at 2.00 p.m.....by 4.15 we had had a good presentation by Angela (for 15 - 20 minutes) and heard Charles say nothing
2. The length.
3. A little too intense.
4. The length of sessions, the concentration of information.

5/...

- What did you like least? (Contd.)

5. Too hurried. We tried to do too much in too little time. Otherwise, quite helpful.

- Was the practical work on the "tableau de feutre" useful?

1. Yes, but we could use much more time.
2. Yes.
3. Yes, a bit long and somewhat tedious
4. Very.
5. Yes - it gives a good idea of one way, at least to present a lesson. Also, through it, I learned aspects of other methods.
6. Yes, very helpful.

- What areas of the Pierre et Seydou method do you want more information on?

1. Re-emploi - how to plan them - how to design assignments
2. All. Good start!
3. More practice
4a. How to introduce verb tenses and what tenses should be covered in the 1st, 2nd - 4th Forms.

b. More practice with le tableau de feutre, the films, blackboard, etc..

I feel as though I need to develop my own personal teaching style. As soon as I have spent more time on the texts and tried the difficult methods, then I would like to review these with an experienced teacher, (either Bob or a french professor from Mzuzu).

APPENDIX E-1

DAILY SCHEDULE SEPT. 17-21

6:00	Breakfast
6:45	Hostel Inspection/Dispensary*
7:00	Flag Raising*
7:20	Form Period*
7:30	Period I
8:10	Period II
8:50	Period III
9:30	Tea Break
9:50	Period IV
10:30	Period V
11:10	Period VI
11:50	LUNCH
1:30-4:30	Afternoon Activities: Field Trips, Sports, Clubs and Sessions
4:30	Tea
4:45	Prep (study hall)* (SESSIONS)
6:15	Dinner
7:15	Evening Activities*
9:00	Basi
9:30	Lights Out*

US PEACE CORPS - TEACHER TRAINING: MZUZU, SEPTEMBER 17-21

DAILY TEACHING SCHEDULE

	1	2	3		4	5	6
	7:30-8:10	8:10-8:50	8:50-9:30	9:30-9:50	9:50-10:30	10:30-11:10	11:10-11:50
IIA	F	M	F		L	F	L(G)
IIB	F	HEC	HEC		HEC	F	F
IIC	S	S	F	TEA BREAK	F	M	F
IIIA	F	M	F		F	S	S
IIIB	F	G	F		F	M	M
IIIC	F	F	S		S	F	M

This schedule will be used from Monday to Friday September 17-21

COURSE LOAD

French	Math	Science	Home Ec.	Latin/Geo.
IIA Anita	IIA Rick	IIC Julia/Jeff	IIB Helen	IIA Jon
IIB Mari	IIC Wendy	IIIA Julia		IIIB Jon
IIC Rachel	IIIA Wendy	IIIC Jeff		
IIIA Laura	IIIB Rick			
IIIB Jerry	IIIC Wendy			
IIIC Bradley				

II denotes that the class has just finished form II
III denotes that the class has just finished formIII

For the French teachers, IIA, IIIB, and IIIC have never had French before so they will be starting on lesson I of the first book. IIB and IIC will be on lesson 17 of the second book, and IIIA will be on lesson 6 of the third year.

For Math, Science, Home Economics, and Latin/Geography, you could choose several topics from the syllabus for that level and prepare classes around them.

Taking into consideration that each trainee will be teaching fifteen class periods, schemes should be planned accordingly.

DUTY ROSTER

	13 Thurs	14 Fri	15 Sat	16 Sun	17 Mon	18 Tues	19 Wed	20 Thurs	21 Fri	22 Sat	23 Sun	24 Mon	T
INSPECTION 6:45AM-7:00	-	-	-	-	BOB WENDY	WENDY LAURA	LAURA ANITA	ANITA JON	JON JEFF	-	-	JEFF JELEN	HEI JUI
DISPENSARY 6:45AM-7:00	-	RACHEL & - MARI	→	→	→	→	→	→	→	→	→	→	→
FLAG RAISING 7:00AM-7:10AM	-	-	ANITA	-	JULIA	JEFF	HELEN	JERRY	ANITA	-	-	JON	LA
FORM PERIOD 7:30AM-7:30	-	-	-	-	LAURA WENDY	→	→	→	→	-	-	→	→
PREP. DUTY 4:45AM-6:45	-	-	-	-	RICK	WENDY	ANITA	RACHEL	HELEN	-	-	-	-
LIGHTS OUT 9:30PM	-	RICK	JON	JEFF	ALLEN	JERRY	RICK	JON	JEFF	-	-	ALLEN	JER
ENTERTAINMENT/ EVENING ACTIVITY	-	JON JULIA	→	→	→	→	→	→	→	→	→	→	→
SPORTS		ALLEN JERRY	→	→	→	→	→	→	→	→	→	→	→
CLUBS		MARI	→	→	→	→	→	→	→	→	→	→	→
FIELD TRIPS	-	-	-	-	-	-	RICK	RICK	-	-	-	-	-

Demonstration Class Schedule
(Friday)

1st Period 10.00	2nd Period 10.45
IIA Latin (Mr. Smyser)	Geog. (Mr. Devlin)
IIB French (Mr. Devlin)	Math. (Mr. Smyser)
IIC Home Ec. (Mrs. Mescher)	Home Ec. (Mrs. Mescher)
IIIA Math. (Mr. Danzig)	French (Mr. Danzig)
IIIB/C Science (Mrs. Munthali)	Science (Mrs. Munthali)

Ref.No. 8/12/Vol.IV/94. 17th September, 1984

FROM : THE PLANTATIONS MANAGER, VIPHYA PLANTATIONS DIVISION, P.O. CHIKANGAWA, MZIMBA.

TO : THE HEADMASTER, CHIKANGAWA F.P. SCHOOL.
: THE HEADMASTER, NTHUNGWA F.P. SCHOOL.
: ALL FOREST STATION OFFICERS, VIPHYA.
: ALL SECTION HEADS, VIPHYA.
: MISS SMITH, NURSE IN-CHARGE, VIPHYA.
: THE SAWMILL MANAGER, MAZAMBA SAWMILL.

VIPHYA PLANTATIONS DIVISION

PROPOSED PROGRAMME FOR VISIT OF PEACE CORPS AND MZUZU SECONDARY SCHOOL STUDENTS

SEPTEMBER 22ND - 23RD, 1984

SATURDAY, SEPTEMBER 22ND:

10.00 Hours Approx. — Arrive Chikangawa. Met by Mr. I. Chunda and Mr. Nyoni, Headmaster, Chikangawa F.P. School. Students to be shown School for sleeping arrangement etc. Mr. Chipeta (Buildings) to arrange Cooking facilities.

Peace Corps to proceed to Viphya Rest Houses.

10.45 Hours — Mr. I. Chunda, Chief Farm Manager to arrange visits to:

(a) Cattle Stall Feeding
(b) Poultry Unit
(c) Dairy/Butchery Area
(d) Piggery

Followed by visits to:-

(e) Chikangawa Workshops/ Mechanical Stores - Mr. Pemba Chief Mechanical Supervisor and Mr. Kuyera - Senior Clerical Officer Stores to be available.

(f) Chikangawa Main Stores - Food and General Items.

Mr. Mzembe - Accountant
Mr. Malunga - Stores Officer
to be available.

12.30 Hours — Lunch Break.

13.30 Hours — Mr. A. Hill - Forest Research Officer Viphya to arrange to give short address on Forestry Research Viphya followed by visits to:

(a) Seed Extraction Unit

(b) Research Nursery Champhoyo

(c) Resin Tapping Area Chikangawa.

15.30 Hours - 17.30 Hours — Football Matches - 2 Teams to be played at the Chikangawa and School Football Grounds.

Peace Corps - Ladies may visit the Chikangawa Maternity/Under Five Clinic if they are interested.

SUNDAY, SEPTEMBER 23RD:

Approx. 09.00 Hours — Assemble Chikangawa Viphya Headquarters. Talk by Plantations Manager - Mr. D.W. Cornelius over Relief Model on the History of the Viphya Plantation Area up to present time.

10.00 Hours — Depart Chikangawa for Nthungwa Forestry Station.

Visit en-route:-

(a) Plantations of pine 30 years old thinned for Plywood Log Production.

(b) Areas burnt by Fire at Nthungwa.

(c) Tree planted by H.E. Kamuzu Banda - Chauteka.

(d) Dam at Chauteka - Water level dropping rapidly during dry season.

(e) Phamphala Fire Look Out Point (6408 feet a s l) Highest point on Viphya.

(f) Lumono Hills Farm Area. Lunch to be taken at Farm Dam.

Approx. 13.30 Hours	Visit Nthungwa Station. Meet by Mr. Chimnukira, Senior Forester and Mr. Mzumara Forester.
	Visit Nthungwa F.P. School and (Nthungwa Maternity/Child Welfare Clinic). (Peace Corps Ladies if interested).
14.30 Hours	Visit to Chamatete Eucalyptus Area and Ox Training Unit - Mr. Mphande Technical Assistant Ox Training may be available.
	Drive via Simila Dam Area to Mazamba - Visit to Sawmill Area.
	Drives by D176 through Plantation to Lusangazi stopping at points of interest en-route.
	Depart for Mzuzu to arrive by 18.00 Hours.
	All times are approximate and certain visits may need to be cancelled if time does not permit.

D.W. Cornelius
PLANTATIONS MANAGER (VIPHYA)

119 A
- insert
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MZUZU SECONDARY SCHOOL
PRIVATE BAG 3
MZUZU
JUNE 29, 1984

TO: _____

_____

_____

Your son/ward _____ has been chosen by the staff members at this school to attend classes for a two week period in late August and early September. During this time the participating students will be taught by new Peace Corps Volunteers as part of their practice teaching before they are posted to different schools throughout Malawi.

Each student who participates will receive individual attention from the teachers as they review topics from the form II and form III syllabuses in Math, French, Physical Science, and other subjects. In addition, the students will be given exercise books and pens that they may keep. Transportation fees will be reimbursed and room and board will be provided at the school.

During this program, school rules will be in force and students will be under the supervision of teachers as during the school term.

The exact dates have not been fixed yet, but we will inform you of these by the middle of July along with particular information on what the students should bring with them. If you are interested in having your son/ward participate in this program, please fill in the bottom of this form, sign it, and return it to us as soon as possible (by July 13).

.....

I would like my son/ward _____ to attend the two week program at Mzuzu Government Secondary School during the August September holiday. I understand that transport expenses will be reimbursed and that room and board will be provided at the school.

_____
Signature of Parent or Guardian

print name and address below

_____
_____
_____

[redacted] - insert

119 B

Mzuzu Government Secondary School
Private Bag 3
Mzuzu
July 30, 1984

To: _____

_____

_____

Dear Sir/Madam,

Thank you for giving your son/ward _____ permission to attend the holiday program at this school. We have begun planning and most of the students who were invited to participate seem very keen.

The program will begin on Thursday, September 13 and finish on Wednesday, September 26. Since the program is only two weeks long and the schedule is very full, it is important that all students arrive promptly on September 13.

As we informed you in the first letter, the U.S. Peace Corps will pay for all of the students' expenses during these two weeks. When the students arrive, they should give us their bus tickets and they will be given the amount of money they spent on transport. In addition, the students will be given soap and all meals will be provided.

For those boys beginning Form IV, they may remain at school from September 26 until the beginning of the school term on October 1. Those entering Form III will be given enough money to travel home on September 26.

During this program, students will be required to wear their school uniforms and to abide by school rules at all times. They will, of course, be supervised as during the regular school terms.

We have planned a very active two weeks for the students and hope they will enjoy themselves while preparing for the next school year.

Thank you for your interest in this program and we are looking forward to seeing your son/ward on September 13.

Sincerely,

Robert C. Devlin
Program Coordinator

~~119~~ - insert
119 C

SESSION NAME PRESENTATION OF PRACTICE TRAINERS DEVLIN NO OF TRAINEES 12 DATE 29/8/84

OBJECTIVES: TO INTRODUCE THE TEACHING SCHEDULE AND DELEGATE RESPONSIBILITIES TO TRAINEES FOR ORGANIZING AND SUPERVISING DIFFERENT ACTIVITIES DURING THE PROGRAM.

ACTIVITY	DESCRIPTION	TIMING
PRESENTATION:	DISCUSSED THE TEACHING SCHEDULE AND THE NEED FOR BUILDING A STAFF TO PLAN THE EXTRA CURRICULAR ACTIVITIES. DELEGATED RESPONSIBILITIES: FOR CLUBS, SPORTS, FIELD TRIPS, STUDENT SUPERVISION, AND COMPILED A DUTY ROSTER.	

- insert 119 D

LOCATION: ROOM 2 BUNDA

MATERIALS NEEDED: CHALK, NEWS PRINT, MARKERS

RECOMMENDATIONS

WHAT WENT WELL? A VERY MOTIVATING SESSION FOR THE TRAINEES.

WHAT DIDN'T:

NEXT TIME?

SESSION NAME LESSON PLANS TRAINERS CLARIANA NO OF TRAINEES 12 DATE 30/8/84

OBJECTIVES: TO EXPLAIN THE CONCEPT OF LESSON PLANS AS A STRUCTURED APPROACH TO ORGANIZING CLASS TIME.

ACTIVITY	DESCRIPTION	TIMING
PRESENTATION	INTRODUCTION OF THE GOAL/OBJECTIVE AND ACTIVITY PORTIONS OF A LESSON PLAN DISCUSSED THE PARTS OF A LESSON PLAN - HAND OUT OF ACTIVITY SHEET USED BY TRAINING STAFF STRESSED THE IMPORTANCE OF THE DIFFERENT COMPONENTS OF A LESSON PLAN. DISCUSSED THE TWO GENERAL APPROACHES TO TEACHING : ACTIVITY FOR ACTIVITY SAKE ACTIVITY FOR THE SAKE OF THE OBJECTIVE	

120

LOCATION: ROOM 2 BUNDA

MATERIALS NEEDED: CHALK, NEWSPRINT, MARKERS, HANDOUTS

RECOMMENDATIONS

WHAT WENT WELL? A GOOD SESSION THAT SHOULD BE CONTINEUD IN FUTURE TEACHER TRAINI

WHAT DIDN'T:

NEXT TIME?

SESSION NAME HOW TO USE REEMPLOI EXERCISES TRAINERS [illegible] NO OF TRAINEES 6 DATE 30/8/84

OBJECTIVES: TO INTERPRET THE TEACHERS'MANUALS AND DEVISE A DRILL SESSION FOR USE DURING A CLASS PERIOD

ACTIVITY	DESCRIPTION	TIMING
	INTRODUCE THE CONCEPT OF DRILL IN LANGUAGE LEARNING TO EXPLAIN HOW TO MAKE USE OF THE EXERCISES FROM THE TEACHERS'MANUALS AND HOW TO IMPLEMENT THEM INTO A WORKING DRILL IN CLASS. DEMONSTRATED HOW TO MAKE USE OF CLASSROOM SITUATIONS IN THE EXPLANATION OF NEWLY LEARNED EXPRESSIONS.	

121

LOCATION:
: ROOM 1 BUNDA

MATERIALS NEEDED:
[illegible] FLANNEL GRAPH, FIGURINES, TEACHERS' MANUALS

RECOMMENDATIONS

WHAT WENT WELL? A GOOD SESSION THAT WAS WELL RECEI BY THE TRAINEES. IT COULD HAVE BEEN MORE EFFECTIVE IF THE TRAINEE HAD MORE OPPORTUNITY TO PRACTICE.

WHAT DIDN'T:
NEXT TIME?

SESSION NAME USING FIXATION EXERCISES AND TRAINERS DANZIG NO OF TRAINEES 6 DATE 31/8/84

OBJECTIVES: TO INTRODUCE THE DIFFERENT SECTIONS OF THE TEACHERS' MANUALS CONTAINING THE FIXATION EXERCISES AND TEXTS AND DEMONSTRATE HOW THEY CAN BE USED TO ENHANCE FRENCH CLASSES.

ACTIVITY	DESCRIPTION	TIMING
	INTRODUCE FIXATION EXERCISES AS A LOGICAL FINAL DRILL FOLLOWING THE REEMPLOI EXERCISES. EXPLAIN HOW THESE EXERCISES CAN BE TAKEN FROM THE TEACHERS'MANUALS AND USED IN CLASS EXPLAIN HOW THE TEXTS IN THE FRENCH BOOKS CAN BE UTILIZED TO BRING THE LEARNING OF FRENCH OUT OF THE CLASSROOM AND INTO EVERY DAY INTERACTION.	

122

LOCATION: ROOM 1 BUNDA

MATERIALS NEEDED: FRENCH TEACHERS' MANUALS
TEXT BOOKS

RECOMMENDATIONS

WHAT WENT WELL? GOOD, WE NEEDED ONE MORE SESSION AT THIS TIME TO RESTATE THE POINTS WE HAD GONE OVER DURING THE PREVIO SESSIONS

WHAT DIDN'T:

NEXT TIME?

Technical Training for

TECHNICAL SPECIALIST

CONTERPART/TRAINEE WORKSHOP & CULMINATING EXPERIENCE
TECHNICAL TRAINING FOR NON-TEACHERS

A high priority was placed on the technical component for non-teacher volunteer trainees (V/Ts) to see to the success of the counterpart/trainee workshop (13th - 14th August) because staff saw this as an opportunity for V/Ts to plan a productive technical training session themselves under the guidance of their would-be co-workers and the training staff. Also, this would be an opportunity for trainees to ask specific job-related questions to people who most likely would be able to answer them, and for V/Ts and supervisor/counterparts (S/Cs) to begin building a working relationship by sharing expectations and setting realistic goals concerning what peace corps volunteers (PCVs) can accomplish on site.

During the workshop, V/Ts and their S/Cs planned the V/Ts' technical training (culminating experience) which took place from around the 14th through the 26th of September. (The FSI language tests were given on the 13th and the V/Ts were free to leave anytime after this but had to leave by the 17th.) Although a schedule was set up for the trainee/counterpart workshop, the people involved were told that they could design their own schedules as long as certain things were accomplished. (These are included in the workshop section of this report.) This worked well especially because some S/Cs came only for one day and had someone else from their department fill in for them on the second day. Lists of contacts for the V/Ts were generated and we suggested that they get in contact with those whom they wished. We made the "training" telephone available for such purposes.

There were problems with a couple of the ministries concerning jobs, sites, housing etc. Some ministries claimed that they were unaware that a PCV was even coming! It was good to find these things out at this time so that these problems could be ironed out. During PST'82, most of the non-teacher V/Ts had not been to their sites, met their co-workers, and supervisor/counterparts at the sites were not even aware that PCVs would

be joining their staff. They had had no introduction to Peace Corps and did not know why a volunteer had been assigned to their area (were they not doing their jobs? etc.). It took some volunteers many months to establish contacts and get a feel for what was expected of them and what they could do job-wise. We hope that the set up for technical training staff used this time for PST'84 will alleviate some of these problems for both S/Cs and new PCVs. Having provided an opportunity for working relationships between V/Ts and S/Cs to be established from the beginning during training should facilitate working relations on site.

TECHNICAL COMPONENT OF PST84 FOR NON-TEACHERS

I. CONTACTS

Between the 18th of July and the first of August, letters were sent out to prospective participants of the volunteer/trainee (V/T) - supervisor/counterpart (S/C) workshop which was held on the 13th and 14th of August. Prior to sending these letters, I met with APCD Charles Blake who gave me as much information as he had about the V/Ts' prospective sites and jobs. The letters to the S/Cs can all be found in the correspondence file (attached are two sample letters) and for the most part contained a brief introduction about PC PST84 and reasons for our requesting participation (representatives) from the ministries involved. We want to fit skilled people from the USA into existing positions within the Malawian system for the mutual benefit of both. The following people actually participated in the workshop and are thus familiar with Peace Corps:

Mr. Alasdair Macleod
Principal Accountant, PVHO
P/B 32, BLANTYRE
(633-976 office)
(636-336 home)

Mr. Ndovi
Deputy Chief Forester
Headquarters, Box30048
Capital City, LILONGWE 3
'732-322 office)

Mr. Rodney Nkaonja
Assistant Chief Forestry Officer
Divisinn of Management Services

Mr. Goodson Sakonda
Assistant Chief Forestry Officer
Division of Forestry
Headquarters, Box 30048
Capital City, LILONGWE 3
(732-322 office)

Mr. Henry Kadzamila
Construction Superintendent
c/o Secretary of the Ministry of Works and Supplies
Ministry Headquarters, Capital Hill
P/B 316, Capital City, LILONGWE 3

Dr. Ken Mazengera
Deputy Chief Veterinary Officer for Disease Control
Veterinary Headquarters, Box 30372
Capital City, LILONGWE

Dr. Thyangathyanga
Veterinary Headquarters

Mr. Ernie Yancy sent PCV Mescher from DEMATT (635-466/636-510)

Mr. Mbekeani sent PCV Easter from MaCoHa (650-466)

Most of the S/C participants were enthusiastic, informative and accomodating. I see this workshop as a step towards better relations and more open communication between PC and the ministries. I would however suggest that contact with the S/Cs be made earlier on, definitely well before the trainees arrive in country, perhaps three weeks or so before the beginning of training.

One of the V/Ts arrived late into training and his supervisor, Mr. Nkoko (Fisheries Department, Lilongwe, 721-766) did not attend the workshop but seems to be excited about a PCV joining his staff.

SAMPLE LETTER FOR S/C TO ATTEND WORKSHOP

Dear _____

As you may now be aware, a new group of prospective Peace Corps Volunteers has recently arrived in Malawi and is presently participating in a two-month training program at Bunda College designed to orient these volunteers to life in Malawi. The training program includes intensive language and cross-cultural components as well as technical sessions.

The Peace Corps Training Staff is organizing a supervisor/ counterpart - volunteer workshop beginning at 9 am on the 13th through the 14th of August at Bunda College for the prospective volunteers and their counterparts. Our goal for this workshop is to take job skills already possessed by the trainees from study and previous work experience in the U.S.A. and adapt these skills to realities of life in Malawi. We hope that this opportunity for volunteers and their counterparts/supervisors to discuss their expectations of the volunteers' jobs as well as exchange pertinent information will be conducive to more productive working relations at the volunteers' job sites. Your participation will greatly enhance the program designs for technical training which will be put together by each trainee under the guidance of counterparts/supervisors and Peace Corps staff. The actual technical training portion of our training program will take place from around the 17th - 25th of September.

Your participation would be greatly appreciated. Please let me know if you plan to attend or who you plan to send in your place so that we can make the necessary arrangements. Accommodations will be provided at Bunda College from Sunday evening (12th) through Tuesday (14th) and petrol expenses for mileage to and from the workshop are reimbursable. We will provide transportation if necessary.

Thank you very much for your cooperation. I look forward to hearing from you in the near future. Please feel free to contact me if you have any questions, comments or suggestions.

Yours faithfully,

Debbe Davis
Deputy Training Director

SAMPLE LETTER FOR S/Cs TO ATTEND WORKSHOP

Dear _____,

The Peace Corps training staff for Pre-service training (PST 84) is organizing a supervisor/counterpart - trainee workshop beginning 8:00 a.m. on the 13th through the 14th of August at Bunda College for the new Peace Corps (PC) trainees and the people they will be working with. We hope that this opportunity to discuss the specifics of what is expected to occur during technical orientation will be conducive to more productive working relation on site between volunteers and supervisors/ counterparts. Your participation will greatly enhance the program designs for technical training which will be put together by each trainee with guidance from working partners/supervisors and PC staff. The actual technical training portion of PST '83 will take place from around the 17th to 29th of September.

Our goal for this workshop is to take job skills already possessed
by the trainees from study and previous job experience in the USA and adapt these skills to realities of life in Malawi. Your participation would be greatly appreciated. Please let us know if you plan to attend or who you plan to send in your place so that we can make the necessary arrangements. From Lilongwe petrol expenses for mileage to and from the workshop are reimbursable.

Thank you very much for your cooperation. I look forward to hearing from you in the near future.

Sincerely yours,

Debbe Davis
Deputy Training Director

II. COUNTERPART - TRAINEE WORKSHOP

The Counterpart - Trainee workshop was held on August 13th and 14th at the training site. Accomodations were provided for the S/Cs in the hostels but many chose to commute to and from Lilongwe because they lived so close and wanted to be with their families in the evenings. We offered to reimburse commuting participants 25t/mile but none of the HCN participants took us up on this. We did provide transport for Mr. Maclcod representing PVHO, Blantyre; we paid for his flights to and from Blantyre. Also, we paid for petrol costs and bus tickets for the PCVs representing DEMATT and MaCoHa. Lecture rooms, usually used for language classes, were made available for workshop participants but after the initial introduction of the workshop and participants most people broke up into small groups by sector and could be found out on the grass or in the Senior Commons room or wherever.

Enclosed are the handouts which the participants of this workshop received at the welcome introductory session on Monday morning, the 13th of August. We passed out welcome packets to S/Cs and V/Ts which included handouts: Overview of goals and objectives of the workshop; a tentative schedule; a list by sector of the participants as well as pads and pens. (Note: Most sectors brought more than the anticipated number of participants so extra welcome packets needed to be provided.) We discussed the workshop goals and objectives and self introductions of all participants were made to the group as a whole. Questions and answers and logistics were also taken care of at this time.

The TD, Technical coordinator and I had previously put together a tentative schedule for the workshop but it was explained to both the S/Cs and the V/Ts that this was essentially just a guide which they could follow if they wanted, but that they were free to design their own two-day schedule if the people involved wished to do so as long as we received a training schedule and agenda from each trainee at the end of the workshop which included the following: 1) their goals for their technical training (culminating experience), 2) a list of contact persons in their field and/or at their sites with addresses, 3) a daily schedule of their culminating experience with sites to be visited besides the actual job site, and 4) an itinary of travel

among the various sites. Each agenda/schedule was to be submitted by the end of the workshop in typed form. There was time alloted within the time span of the workshop for the trainees to accomplish this task. We also encouraged the trainees to solicit a "chain of command" list from their S/Cs for their respective ministries so that the V/Ts would know who to go to for what, when and how when at their sites. This bit of onformation in itself, I believe, can save volunteers much time and frustration when they arrive on site.

I listened in on various small group discussions and was pleased to see V/Ts and S/Cs sharing expectations candidly; a great deal of valuable information seemed to be transfered in a pleasant, informal atmosphere. The goals and

The goals and objectives of the workshop were met. Except for two trainees whose specific jobs were not finalized within their sectors, all V/Ts turned in their prospective technical training schedules and goals for their individualized culminating experiences by the end of the workshop. (Note: One trainee finally got his job straitened out and submitted his culminating expeience schedule. The other was still uncertain about her actual job when she left for her site after swearing-in, but she feels that there are some possibilities.) The culminating schedules and goals were approved by the training staff as well as the PC permanent staff. Enclosed are copies of the V/Ts schedules and goals submitted to the core training staff.

HAND OUTS FOR THE TRAINEE - COUNTERPART WORKSHOP

SESSION NAME: TRAINEE?COUNTERPART WORKSHOP TRAINER(S): CLARIANA/DAVIS NO. OF TRAINEES: 12 DATE: 13/8/84

OBJECTIVE: Introduction to non-teachers' technical training

ACTIVITY	DESCRIPTION	TIMING
	Welcome/purpose (read over materials/hand-outs)	
	Self introductions	
	Goals of workshop	
	Agenda of workshop	
	Questions and answers	
	Logistics	

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LOCATION: Lecture room with chairs in a circle or semi-circle

RECOMMENDATIONS:

MATERIALS NEEDED:

- Welcome letters to S/Cs and to V/Ts
- Hand-outs of agenda
- Hand-out list of participants

WHAT WENT WELL:

WHAT NEEDED IMPROVEMENT:

UNITED STATES PEACE CORPS

P.O. Box 208,
Lilongwe, MALAWI.
Telephone 721 611, 721 845

Kamuzu Procession Road
and
Mandala Road

WELCOME TO COUNTERPART/SUPERVISOR AND VOLUNTEER TRAINEE WORKSHOP

The training staff welcomes you whole heartedly to our training site here at Bunda College of Agriculture, we hope to make your stay comfortable and productive. If you have any needs at all, please feel free to contact any member of staff.

Included you will find a list of names of the participants and a schedule of activities. Because of your own time constraints, you may need to modify sessions to be sure and finish the entire agenda befor you must leave. Additional time has been designed into each session for more informal type talks. This time can be used to finish additional sessions. We hope that by the end of this workshop, the Volunteer/trainees will have the correct idea about what their job in Malawi will be and how they can best get along in their job. Please do not hesitate to tell it like it is and be firm about the expectations that you have of the Volunteers.

I am available any time for receiving any ideas you may have for improving our Peace Corps Traing Programs.

Sincerly,

The Staff,
Roy Clariana
Training Director

SUPERVISOR/COUNTERPART WORKSHOP - AUGUST 13, 14, 1984

Monday, August 13

9:30 - 10:30 Welcome, Introduction, Goals and purpose of the workshop (large group)

10:30 - 11:00 Tea Break

INFORMAL WORKSHOPS:

11:00 - 12:40 Session I : Expectations of the supervisor/counterpart for the trainees. Expectations of the trainees concerning job/site. (small group by sector)

12:40 - 2:00 Lunch

2:00 - 3:30 Session II : Goal setting for the technical training portion of pre-service training 1984 (PST'84). Each trainee will generate a list of ideas/goals for technical training (Sept. 14- Sept. 25) with their supervisor/counterpart which will be a part of the culminating report.

3:30 - 4:00 Tea

4:00 - 5:30 Logistics consultation with training staff/ informal meetings with other sector counterparts to get ideas

6:00 - 6:45 Dinner

7:00 - 9:00 Film : The Enigma

Tuesday, August 14

7:50 - 8:50 Language Classes

8:50 - 9:30 Breakfast

9:30 - 10:30 Session III : (short information session -ICE- in large group) Planning technical training agenda/itinerary for the 14th to the 25th of September. Trainees plan activities/determine individual technical training agendas with supervisors/counterparts to maximize the job site visit. (small groups)

10:30 - 11:00 Tea

11:00 - 12:40 Session IV : Establishing network. Making a list of contact persons/organizations. Continue planning tech. training agenda.

12:40 - 2:00 Closing Lunch

2:00 - 3:30 Session V : Compiling written technical training schedule and plan. Goals, strategies, contacts, travel etc.

3:30 - 4:00 Tea

4:00 - 5:00 Continue working on writing technical training agenda (typed copies to : supervisor/counterpart, trainee file, APCT/P&T)

5:00 - 5:30 Closure: Evaluation of workshop

UNITED STATES PEACE CORPS

P.O. Box 208,
Lilongwe, MALAWI.
Telephone: 721 011, 721 045

Kamuzu Procession Road
and
Mandala Road

POSITION	VOLUNTEER TRAINEE	COUNTERPART/ SUPERVISOR
Intergrated Rural Development/ Forestry Officer	James R.Davey Christopher Latt	Mr.Ndovi
Integrated Rural Development/ Engineer	Peter A.Wescott	M. ZAMULA
Integrated Rural Development/ Traders Trust Worker	Leland C.Ludwig	Mr.Meschner
Integrated Rural Development/ Systems Analysts/Programmer	William F.Bates (also Martha Muhich ?)	Mr.McCleod
District Veterinary Officer	Herbert Rebhan?	Dr.Masingera
Health Services/ Veterinary Officer	Anthony Muhich?	Dr.Masingera
Health Services/ Rehabilitation Counselor	William P.Volmer	Mr.Easter

UNITED STATES PEACE CORPS

P.O. Box 208,
Lilongwe, MALAWI.
Telephone 721 611, 721 845

Kamuzu Procession Road
and
Mandala Road

TO THE VOLUNTEER TRAINEE

I hope that the design of this workshop will satisfy many of the hazy feelings that you have now about your jobs in Malawi.

At the end of the workshop, I want you to prepare a training agenda that we will go over together to maximize your final technical training component. The format should be as follows:

1 Goals for technical training
2 Contact persons with names and addresses
3 Sites to be visited besides the actual job site
4 An iteniary(tenative) of travel
5 Other

Sincerly,
RC
Roy Clariana

Goals and Objectives of the Workshop

*To begin to establish the working role of the Volunteer Trainee(V/T) and establish a working relationship between the V/T and their Counterpart/ Supervisor(C/S).

*For the C/S to explain as completely as possible what is expected of a Peace Corps Volunteer at his job site.(This should include such things as proper style of dress, the Administrative heirarchy in detail from Director or Program Manager all the way to sweepers and how the V/T can optimally interact with each one, the necessity to go through the "proper channels" and what these proper channels are, tips on which working style is most effective at their job site, how much time will be spent in the field and how much in the office.)

*For the V/T and the C/S to set realistic goals concerning what the V/T could accomplish at their job site. The C/S can explain what a typical day,week and month is like at their job site and the V/T can bring out certain "extra skills" he/she has that he/she can bring to the job. With this information, the V/T and their C/S should formulate goals and activities for technical training.These goals and activities may include: types of contact persons the V/T should meet(doctors,laywers,indian chiefs), sites to be visited besides the actual job site(colleges,field offices,research stations,model farms,model businesses,clinics...), and activities for the job site visit.

*For the V/T and the C/S to plan an individualized training agenda to be submitted by the V/T at the close of the workshop. It should include:
-Specific names of contact persons and how each may be reached.
-Specific sites to be visited with directions on how to appropriately contact these sites.
-Specific activities to occur during the job site visit.

*For the V/T to work with the Training Staff to determine feasability,costing needs,travel plans for each individual training agenda.

*For the V/T to begin to make contacts appropriately(letters of introduction, letters of requests for visits to institutions).

*Finally to provide informal time with C/S so that the V/T may ask specific questions that are of concern to the V/T about their work.

TRAINEE SCHEDULES FOR THEIR CULMINATING EXPERIENCES

J R DAVEY
C - AIT

Proposed itinerary, 14th-25th September

14th	Travel, Southbound to Southern Region
15th through 18th	Visit the Regional office. Introduction to the Reg. Officer and his staff. Visit Mulanji and surrounding forests.
19th through 21st	Travel to Zombe and visit the Forestry Research Institute and Zomba Mt. Forest and Liwonde Forest Réserve (Indigenous spp.) and Game Park. Introduction to Mr. Solomon Chipombla, Head, Institute, and Mr. Langes Sitaubi, Sr. Research Officer. Introduction to Mr. Zachari Donasi, Ch. Forester, Zomba Mt.
22nd	To Dedza/Chongoni Forests and Malawi College of Forestry. At Dedza, introduction to Mr. Greenford Lipunga, Ch. Forester. At College, introduction to Mr. Jacob Palani, Principal. Spend night of 22nd in Lilongwe
23rd	Dzalanyama Forest Plantation
24th	Visit Forestry Headquarters and Regional Forest Office, Central Region. Depart for Viphya
25th	Visit Viphya Plantations Introduction to Mr. David Cornellius and Mr. Anthony Hill
26th	Return to Lilongwe

Table of Organisation

Ministry of Forestry and Natural Resources

Minister Mr. Poulton Ntenje

Principal Secretary Mr. Anthony Poya

Deputy Secretary Mr. Andrew Mathotho

Under Secretary Mr. Somanje

Note: The post of Minister is held by a political appointee. All personnel below the rank of Minister are civil servants.

The Ministry is composed of 5 departments, viz:

Department of Forestry
" " Fisheries
" " Geologic Survey
" " Mines
" " National Parks and Wildlife

In addition, the newly-formed Environmental Secretariat is a component part of the Ministry.

Each department is headed by a Chief, ie-Chief Forester, Chief Fisheries Officer, Chief Geologist, Chief Mining Engineer, Chief Parks and Wildlife Officer; and Chief Coordinator (Environmental Secretariat).

Department of Forestry

Chief Forester Mr. Tembo
Deputy Chief Forester Mr. Winfield Ndovi

4 Divisions within the Department, headed by:
Assistant Chief Forestry Officers (4) viz-
Asst. Chief Forestry Officer for Forests
" " " " " Management Services
" " " " " Wood Energy
" " " " " Viphya Plantations

Asst. Chief for Forests- Mr. Goodson Sakanda
" " " Mgt Services- Mr. Rodney Nkaonja
" " " Wood Energy- Mr. William Chamayere
" " " Viphya Plantations- Mr. David Cornellius

Note: There was formerly a 5th division, ie Forest Industries Division. As of 1st July 1984 this has become a private commercial enterprise.

Headquarters of Department of Forestry is located in Lilongwe.
The Department is composed of three Regions, ie South, Central, and North.
The Division of Forests is represented in each of the Regions by a Regional Forestry. Officers:

Regional Forester,	South	Mr. Louis Ngambi
" "	Central	Mr. Lamji Nyiremda
" "	North	Mr. Wiseman Bello

The Regional Forestry Officers in the South and Central Regions each have (3) Assistant Regional Officers, in charge, respectively, of Protection, Timber Plantations, and Wood energy.
In the North Region the responsibility for Timber Plantations has been assigned to Viphya Plantations;

consequently the·e are but (2) Assistant Regional Forestry Officers.

An incomplete roster of Asst. Reg. Forestry Officers: —

South ---------- Protection
Mr. Michael Hawkes-Timber Plantations
---------- Wood Energy

Central ---------- Protection
Mr. John Tewson- Timber Plantations
---------- Wood Energy

North ---------- Protection
---------- Wood Energy

Some personnel in Regional Office,Central Region:
Mr. John Pallot
Mr. Mike Russell

Responsibilities of the divisions:

Forestry	Management of the forest estates (constistin of exotic species) and the indigenous forests. Water catchment operations Protection, fire, trespass,disease and insect control.
Management Services	Forestry research Training Planning (management, economic,surveys, etc.)
Wood Energy	Fuel wood plantations Forest extension Publicity, ie schools, visual aids,National Tree-planting Day
Viphya Plantations	Management of the plantations Research ie- Fire,Pest and Disease Control (NB Asst Plantations Mgr post is presently vacant)

Wm. P. Vollmer, PCT

Technical Training Travel Itinery & Contact List

~~Thurs Sept. 13th.~~	Travel by Express Bus to Zomba. Depart 6.30 A.M., Arrive 10.30 A.M. Meet Bill Easter for transport to Magomero.
Depart 14th Fri. Sept. 14th.	Tour Malawi Council for the Handicapped Rehab. Centre in Magomero and interview staff.
Sat. & Sun. Sept. 15th-16th.	Orientation to Magomero area.
Mon. Sept. 17th.	Travel by bus to Limbe, visit Malawi Council for the Handicapped Main Office, Orthopedic Workshop and Weaving Factory.
Tues Sept. 18th.	Determine long-term housing assignment at Malawi Council for the Handicapped Main Office in Limbe and take appropriate arrangements.
Wed. Sept. 19th.	Return by bus to Magomero and attend Case Conference Session at Malawi Council for the Handicapped Rehab. Centre.
Thurs. Sept. 20th.	Take bus to Blantyre and tour Queen Elizabeth Hospital and/or Malawi Against Polio Clinic.
Fri. & Sat. Sept. 21st & 22nd.	Orientation to Blantyre area.
Sun. Sept. 23nd.	Travel by Express Bus from Blantyre to Lilongwe.
Contacts:	In Magomero - Bill Easter or Sue Varney, Malawi Council for the Handicapped Rehab. Centre - 534-280 or 534-281
	In Limbe - Mr. Mbackeani, Secretary/Registrar Ma. Co.Ha. Main Office 650-466 or 651-369.

17th August, 1984

Technical Training and Travel Agenda for William E. Bates
Integrated Rural Development/Systems Analyst/Programmer

1. GOALS: - To familarize with operations of Plant and Vehicle Hire Organisation (P.V.H.O) by visiting sites in Blantyre and Lilongwe.

- To be introduced to technical support personnel at the Blantyre Office of I.C.L. (International Computers Ltd.)

- To meet with consulting staff of the U.K. Crown Corp. during their current engagement with P.V.H.O.

2. CONTACT - Mr. Alasdair MacLeod
P.V.H.O. Headquarters,
Cheileka Road,
Blantyre

Tel. 633-976

3. OTHER SITES: P.V.H.O. Regional Shop
Mandala Road
Lilongwe

4. TRAVEL -

Aug. 26/27	BUNDA COLLEGE - BLANTYRE (RETURN)	Via Air Malawi
Sept. 18	BUNDA COLLEGE - BLANTYRE	Via Express Bus
Sept. 24	BLANTYRE - LILONGWE	Via Express Bus

5. OTHER - WILL REQUIRE FUNDS FOR HOTEL AND MEALS WHILE IN BLANTYRE.

United States Peace Corps.
P.O. Box 208
LILONGWE, Malawi

Memorandum

TO: Charles Blake, APCD through R. Clariana DATE: 3/9/84

FROM : William P. Vollmer, PCT

SUBJECT: Alternative Placement Possibilities

Due to the present difficulties with Ma. Co. Ha. and your request for further input on my interests, abilities and perceived possibilities in the field, I would like to offer the following options for consideration in my placement. (See Resume attached).

1. My primary skill areas are counseling and training. Stateside, a large part of my function as director of a human service agency included training and up-grading the helping skills of 12 paid staff and 65 volunteers. Given a 50 per cent annual turnover, training and training coordination occupied a large part of my time.

   An impression I have is that Peace Corps is sorely lacking in the area of mental health services. Data from Washington DC. indicates significant numbers in alcohol abuse, suicidal overturn, unwanted pregnancies and depression related directly to placement stress. At present, counseling is provided to PCTs' and PCVs' only to the extent of a friendly staff ear, if available.

   What I would suggest as a first choice for placement is a combined function of training/training consultation and counseling services. These efforts could be directed toward PCTs' in training, PCVs in the field and PC staff when appropriate.

2. Another part of my background in human services was community educotion in the areas of health, alcohol abuse, drug abuse and positive health lifestyling. I have extensive experience working with the printed media, radio and television. Given the extent of alcohol abuse and poor driving habits in Malawi, I could feel useful working for the Ministry of Transportation on media releases dealing with drinking and driving and highway safety.

3. While staying in the village I noticed that although the basic materials are available, there is a scarcity of simple hand tools (shovels, spades, rakes, long-handled hoes, hammers and American-style axes). I have little experience in metal-working (two years as a marine machinist, twenty year ago), but I have found the necessary instructional materials available through ICE and Peace Corps library. Further, Peter Wescott (a PCT in my group) is a certified blacksmith and has offered to consult. What I could envision is a hand-tool design and construction demonstration project, either mobile out of the back of a truck or stationary in a rural setting. This project could introduce labor-saving hand-tool design and preparation to farmers and metal-workers.

4. I lived for 8 years on a farm and kept up to 500 chickens, ducks, geese, turkeys and guinea fowl at different times. Malawi poultry raising and egg production practices in the rural areas are haphazard at best and I have noticed numerous practical changes that could be introduced. Perhaps I could be of some use to the Ministry of Agriculture.

5. Finally, I was a certified Emergency Medical Technician for two years although I never practiced. My certification expired two years ago. I wouldn't get very excited about it, but would consider a placement in the Ministry of Health.

Please be advised that although the suggestions above represent a priority of interests to date, I do not pretend to any overall sense of appropriate-feasibility or usefulness. On that basis, be assured that I am more than willing to consider other alternatives as well as modifications of the above.

17th August, 1984

Technical Training and Travel Agenda for William E. Bates
Integrated Rural Development/Systems Analyst/Programmer

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- To be introduced to technical support personnel at the Blantyre Office of I.C.L. (International Computers Ltd.)

- To meet with consulting staff of the U.K. Crown Corp. during their current engagement with P.V.H.O.

2. CONTACT - Mr. Alasdair MacLeod
P.V.H.O. Headquarters,
Chileka Road,
Blantyre

Tel. 633-976

3. OTHER SITES: P.V.H.O. Regional Shop
Mandala Road
Lilongwe

4. TRAVEL -

Aug. 26/27	BUNDA COLLEGE - BLANTYRE (RETURN)	Via Air Malawi
Sept. 18	BUNDA COLLEGE - BLANTYRE	Via Express Bus
Sept. 24	BLANTYRE - LILONGWE	Via Express Bus

5. OTHER - WILL REQUIRE FUNDS FOR HOTEL AND MEALS WHILE IN BLANTYRE.

Veterinary Technical Training Agenda

Anthony Manich, Herbert Rebhan

1- see typical field operations
2- familiarize with lab resources and limitations
3- start establishing contacts with counterparts
4- visit worksites and meet support staff
5- become aware chain-of-command and channals-of-communication

PROPOSED SITE VISIT PROGRAME: PEACE CORPS VETS.

Friday 14th September 1984 : Visit Central Veterinary Laboratory, Lilongwe.

Saturday 15th September 1984 : Free

Sunday 16th September 1984 : PM - Leave for Blantyre - Night at Mikolongwe Veterinary Station.

Monday 17th September 1984 : AM - Visit Mikolongwe PM - Visit Ndata and Thuchila Farms.

Tuesday 18th September 1984 : Visit Blantyre (Clinic, Dairy, Abattoir).

Wednesday 19th September 1984 : Visit Dip tank in Blantyre area, and Mpemba Quarrantine Station and Blantyre Laboratory.

Thursday 20th September 1984 : Visit Thyolo Veterinary Office and one Estate or/and small holder dairy farms.

Friday 21st September 1984 : Mulanje Veterinary Office.

Saturday 22nd September 1984 : Visit ADMARC Farms.

Sunday 23rd September 1984 : Return to Lilongwe.

Dr. K.E. Mazengera
DEPUTY CHIEF VETERINARY OFFICER(DISEASE CONTROL)

TO: Roy Clariana, Training Director

FROM: Leland Ludwig, PCV Trainee

SUBJECT: Technical Training Director

DATE: August 8, 1984

My goals are to meet with DEMATT staff, advisors and supervisors, and to begin establishing effective working relationships with them and other DEMATT personnel.

I expect to meet a number of DEMATT clients, and begin to learn how best to be of assistance and what is expected of me. It is likewise important to become familiar with the roads which I shall be using, and the locations to which I shall be travelling.

The attached itinerary will accomplish the above goals. My daily location, phone numbers and the people with whom I shall be travelling are also noted.

cc: Jerome Mescher

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			13 AT BUNDA COL.	14 Travel by 6:30 am express to Blantyre to meet DEMATT management/ orientation Mr. Khonje 635-466	15 Blantyre with PCV Jerome Mescher Phone 635-466	16 Blantyre with PCV Jerome Mescher Phone 635-466
17 Travel By Express Bus to Kasungu to meet DEMATT Northern Regional Manager M. Sikalera Note (*)	18 Travel by car with Messrs Sikalera & Mescher to Mzimba Note (*)	19 Travel by car with Messrs Sikalera & Mescher to Mzuzu & Mbalachanda Note (*)	20 Travel by car with Messrs Sikalera & Mescher to Nkhata Bay & Chintheche. Returning to Mzuzu Note (*)	21 Travel by car with Messrs Sikalera & Mescher to Ekwendeni & Rumphi Note (*)	22 At Rumphi with Messrs Sikalera & Mescher Note (*)	23 In transit with Messrs Sikalera & Mescher to Chitipa staying at Chelinda Note (*)
24 At Chitipa with Messrs Sikalera & Mescher Note (*)	25 At Karonga with Messrs Sikalera & Mescher Note (*)	26 Travel by car to Mzuzu with Messrs Sikalera & Mescher Note (*)	27 At Mzuzu with Messrs Sikalera & Mescher Note (*)	28 Travel to Lilongwe with Jerome Mescher. End of training program	29	30
OCTOBER 1						

*) In case of emergency contact DEMATT Northern Region office in Mzuzu by calling 332-423

ED STATES PEACE COR

Karuaza Proces
and
Mandala Roa

29th August,

Ministry of Works and Supplies
Private Bag 316

Attention: Mr K. J. Storm - Chief Civil Engineer, Rural Roads

Gentlemen:

Subject: Our phone conversation on the 29th day of August 1984

I have enclosed my technical training schedule for your review and comment. The schedule reflects the revised concrete material testing dates which were established by the above reference teleconference.

To facilitate planning, the Peace Corps requests written confirmation by the 15th of September 1984 on housing and transportation which will be provided by the Ministry. It is my current understanding, that a three bedroom house with furniture, stove, refrigrator and pottery will be provided. The location is in the Chimoliro Estates, Mzuzu. For personal transportation, a motor-cycle will be provided through the United Nations Agency that is funding the VARBP Project.

If there are any questions on Peace Corps policies or support services please contact Charles Blake at 721 611/721 845.

Sincerely

Wescott
Peace Corps Trainee

cc: Charles Blake - Associate Peace Corps Director

				13	14	15
				COMPLETE LANGUAGE & X-CULTURAL TRAINING @ BUNDA COLLEGE	SPEND DAY W/ MR STORM AT MINISTRY'S MAIN OFFICE IN LILONGWE BUNDA COLLEGE →	
16	17	18	19	20	21	22
←	SPEND DAY IN DESIGN DEPT AT MININSTRY'S MAIN OFFICE IN LILONGWE HOTEL LILONGWE →		NOTE	TRAVEL TO MZUZU BY EXPRESS BUS * MOVE INTO PERMANENT HOUSE - MZUZU	SPEND DAY AT VARBP OFFICE MZUZU	
23	24	25	26	27	28	29
	TRAVEL W/ VARBP PERSONNEL TO LI[illegible] FOR TEST	CONCRETE MIX TESTING →		PEACE CORPS TRAINING CONFERENCE @ LILO[illegible]		

III. FOLLOW-UP WITH S/Cs FOR ASSESSMENT OF TRAINEES AND TECH. PROGRAM

Thank you letters to all S/C participants were mailed out by the 16th of August. Less than a week after the workshop, I contacted S/C participants from each sector involved by phone and solicited feedback about the workshop, the V/Ts and about the proposed schedules/agendas for the V/Ts technical training (culminating experience). Culminating experience agendas were confirmed and some of the specific logistics about transport, accomodations etc. were discussed. I wanted to have a good idea about what each sector would provide so that I could write up a valid request to the APCD/Administration officer, Mr. Chibambo, in order to receive the rest of what was necessary logistically to facilitate the success of this portion of the technical training component for the non-teachers. None of the S/Cs expressed any concerns about the suitability of the V/Ts and they seemed excited about the V/Ts joining their staffs. They expressed graditude about the opportunity to have met with them and to be able to have a part in their actual in-country technical training.

Follow-up with APCD/Administration as well as S/Cs concerning logistical arrangements proved necessary up until and sometimes through the culminating experiences.

IV. LOGISTICS (FINANCING) FOR CULMINATING EXPERIENCES

Enclosed is the proposed "budget" for the culminating experience for each technical V/T which the APCD/Administration officer, Mr. Chibambo, and I worked out. The TD and I purchased bus tickets for the V/Ts to leave Lilngwe and made arrangements for some V/Ts to be picked up by their escorts from various sectors, but V/Ts were expected to fend for themselves as far as transport and accomodations were concerned once they left Lilongwe until they returned upon the completion of their technical training.

V/Ts received kwacha for all proposed transportation not already provided for by their ministries or wherever and received the standard walk-around allowance of K4 per day when room and board was provided, the standard of K7 per day where room only was provided and the standard K12 per day where neither room nor food was provided. All V/Ts received payment for the 13th through the 28th of September.

Due to the support of the S/Cs from various ministries and non-governmental organizations, substantial training costs were saved by PC/Malawi.

FOR SEPT. 13 through Sept 28th 1984 - PAYMENT FOR V/Ti involved in the culminating experience

VIES

8 days at K7/day : K56
Bt. - LL express bus : K 10.55
5 days at K4 /day : K 20.

TOTAL: K 86.55

zin

10 days at K7/day: K 70.
5 days at K4/day: K 20.

TOTAL: K90.

vich

10 days at K7/day: K 70.
5 days at K4/day: K 20.

TOTAL: K 90.

[illegible]

14 days at K7/day : K 98
Bt - Kasungu express : K 14.55
Mzuzu - LL flight : K 63.
1 day at K4/day : K 4

TOTAL: K 179.55

...ning

9 days at K12/day : K 108.
5 days at K7/day : K 35.
Bt. - kasungu express : K 14.55
Mzuzu - LL flight : K 63.
1 day at K4/day : K 4.

TOTAL: K 224.55

13 days at K12/day : K 156.00
2 days at K4/day : K 8.00

TOTAL: K164.00

13 days at K12/day : K 156.00
2 days at K4/day : K 8.00

TOTAL: K 164.00

VOLLMER

5 days at K12/day : K 60.-
5 days at K7/day : K 35.-
Bt - LL express : K 10.55
Other local transport : K 2.60
5 days at K4/day : K 20.00

TOTAL: K 128.15

M. Mulrich

9 days at K7/day : K 63.00
Limbe - LL express : K 10.55
6 days at K4/day : K 24.00

TOTAL: K 97.55

Wescott

3 days at K12/day : K 36.
4 days at K7/day : K 28.
LL - Mzuzu express : K. 13.05

TOTAL: K77.05

V. CULMINATING EXPERIENCE

All V/Ts involved in the culminating experience had left Bunda by the 16th of September (although most left Lilongwe around the 14th) and all returned by the 26th of September. Due to the petrol shortage around this time, some of the V/Ts returned before they had initially planned.

All V/Ts turned in a culminating experience report before swearing-in on September 29th. Initially, the training staff had planned to include each individual culminating experience report in this report but, at the request of the trainees, decided not to include these reports in order that the trainees might respond freely about ministry officials, staff, housing and their personal feeling about such issues.

All participating V/Ts said that the experience had been valuable if not personally motivating. Many expressed concerns about their housing, prospective staff, undefined jobs and lack of necessary materials and facilities but stated that the culminating experience should be included in all future trainings because without such an opportunity to get an idea of what their job and site environments are, trainees would be making a two-year commitment with little or no idea of what lay ahead.

VI. CONCLUSION

The technical training component for non-teacher V/Ts for PST'84 was a success. The goals of providing opportunities for S/Cs and V/Ts to meet, share expectations and information, visit their respective sites, make relevant contacts and to begin establishing working relationships with co-workers were met. This approach (trainee-counterpart workshop/culminating experience), not attempted before in Malawi, is good to implement into a training program where there are V/Ts with a wide variety of technical professions. If, for instance, there were just two sectors (ie. vets and agriculture) represented by the technical V/Ts, perhaps other approaches would prove more feasible, but for a motley crew of V/Ts with many diverse jobs and experiences, we found the approach used to be most fruitful. Not to say that there were no problems, but at least these came to our attention BEFORE V/Ts arrived on site to begin their work and gave us a chance to work through them. Because of it's effectiveness, this model can be used in a similar program in future trainings with little or no modification.

Language Training

University of Malawi

BUNDA COLLEGE OF AGRICULTURE

To: Mr. Roy Clarian.a: Training Director Omnibus 198-

From: Samu M. Samu: Language Coordinator Omnibus 1984

Date: 5th Oct. 1984 **Ref:**

REPORT ON THE LANGUAGE TRAINING PROGRAMME: OMNIBUS 1984

1. THE LANGUAGE INSTRUCTION PROGRAMME

The 1984 Language Training Programme for United States Peace Corps Trainees was held at Bunda College of agriculture from July to September 1984. There were five language teachers including the Coordinator: Mr. Fletcher Kaiya, Mr. Newton Kalengamaliro, Mr. Dede Kamkondo, Mr. Emmanuel Muyenza and Mr. Samu M. Samu. These five were selected after the conduction by Miss Florina Pheko of the Peace Corps Malawi Language Teacher Training Workshop (May 22 - May 25, 1984) at Bunda. The objective of the workshop was to identify prospective Language instructors and equip them with skills that were to make them effective Chichewa teachers for Peace Corps Malawi.

The Language workshop made the selected language teachers know what was expected of them with regard to the Audio Lingual Method that they were supposed to employ in their teaching of Chichewa. This made their subsequent work a lot easier.

During the first week before the trainees arrived the language teachers and the core training staff met together and planned the whole training programme. It was exciting to watch the whole Peace Corps Training

2/...

programme coming into shape. This time was also used to write the lessons, based on the Audio Lingual Method. Everybody participated, including the volunteers who acted as resource persons as well as evaluators.

The training staff were given opportunity of knowing the trainees before their arrival. Thus the welcoming of the trainees at the airport, the dinner, and their ride to Banda College later and settling down went on well. It was like a one big happy family.

The support services provided for the Peace Corps Training Programme made the whole programme particulary the Language instruction start well with both teachers and trainees highly motivated. They were five classes with an average of 4 trainees in each. In the following weeks of the [illegible], the trainees were often regrouped according to ability. This enabled the teachers to teach nearly all the trainees.

Due to the interest the trainees showed in language, their acquisition of the language was unusually fast. When they had their Mock FSI test in the 6th week their results were very encouraging. No doubt that in the actual FSI test they did well as is shown below:

No. of Students	FSI Test Result
-	0
1	0+
6	1
7	1+
5	2
2	2+
Total 21	

3/...

Based on the FSI results alone we could conclude that the language instruction went well. What the trainees need now is practice in their respective sites.

However there are a few things worth noting for the improvement of similar programmes in future. These suggestions are included in the Recommendations section of the final report.

The language manual developed for this program is included separately.

Finally, on behalf of the language staff I would like to register our appreciation for the opportunity given to us by Peace Corps Malawi to be part of their Peace Corps Training Programme. We enjoyed the participation which has become one of our most valuable educational experiences.

Thank you.

Samu M. Samu

CROSS-CULTURAL AND QUEST SPEAKERS' SESSIONS

CROSS-CULTURAL AND QUEST SPEAKER INFORMATIONAL SESSIONS:

TRADITIONAL MARRIAGE

CROSS-CULTURAL "DO'S AND DONT'S", HILL CLIMB

NON-VERBAL CUES

CROSS-CULTURAL FILMS

THE EXTENDED FAMILY*

GARDENING*

INITIATION CEREMONIES

TRADITIONAL MEDICINE AND HOSPITAL FIELD TRIP

QUEST SPEAKER, STEDMAN HOWARD (USIS)

TRADITIONAL MARRIAGE CEREMONY FIELD TRIP

TSAN'GOMA AND RAIN SHRINE (RAIN-CALLER)

TRADITIONAL FUNERALS

MACOHA FIELD TRIP

NIGHT DANCING AT VILLAGES IN SALIMA

MALAWIAN COOKING AT SALIMA*

WITCHCRAFT*

TRADITIONAL CRAFTS FAIR AND DANCING

DRAMATICS/CHICHEWA AND ENGLISH

QUEST SPEAKERS, PAUL SIMONS, MR. TAMBALA, REGIONAL CONSULAR OFFICER (US EMBASSY)

QUEST SPEAKER, ROLF LEHMAN (EEC)

RELIGIONS IN MALAWI

POLITICAL SYSTEM, LAW AND THEATRE IN MALAWI

SOCIOLOGICAL EFFECTS OF DEVELOPMENT ON MALAWIAN CULTURE*

WOMEN IN DEVELOPMENT (WID) PANEL*

QUEST SPEAKER, DAVID GARMES (USAID)

VILLAGE VISIT/LIVE-IN

* DUE TO THE ABSENCE OF THE CROSS-CULTURAL CO-ORDINATOR DURING THE WRITING OF THIS REPORT, NOT ENOUGH INFORMATION IS AVAILABLE FOR US TO GIVE ADEQUATE ACCOUNTS OF THESE SESSIONS SO SUMMARIES ARE NOT INCLUDED OF THEM IN THE FOLLOWING SESSION WRITE-UPS. PEPANI.

SESSION NAME TRADITIONAL MARRIAGE TRAINERS MKALIANGA NO OF TRAINEES 20 DATE 30/7/84

OBJECTIVES: TO DESCRIBE THE DIFFERENT WAYS PEOPLE COURT AND GET MARRIED IN MALAWI.

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION		
GEOGRAPHICAL REGIONS	LOBOLA (BRIDE PRICE)	
DESCRIPTIONS OF ENGAGEMENT	MEETING: DANCING PARTY, TIME TO CHECK WOMEN, CONTACT THROUGH THE UNCLES (SISTER OF MAN BRINGS CLOTH)	
EXAMPLE	ON THE MARRIAGE DAY, EAT NSIMA AND CHICKEN (IE. GRACE'S WEDDING)	
DIVORCE IN MALAWI	BEFORE THE EGG HATCHES, THE WOMAN SHOULD BE PREGNANT. FAILING THIS, DIVORCE COULD OCCUR. EMPHASIZES THE IMPORTANCE OF HAVING CHILDREN.	

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LOCATION: LECTURE ROOM 2

MATERIALS NEEDED: NONE

RECOMMENDATIONS:

WHAT WENT WELL? GOOD EXAMPLE OF GRACE'S MARRIAGE. SHORTEN THE LECTURE PORTION, ALSO

WHAT DIDN'T? NOT SURE OF THE VALUE OF THIS SESSION FOR THE TRAINEES.

NEXT TIME? USE MAPS FOR REGIONS, DESCRIBE DIFFERENT TRIBES A BIT MORE. SHORTEN OR REMOVE THIS SESSION.

SESSION NAME "DO'S AND DON'TS" TRAINERS MKALIANGA NO OF TRAINEES 20 DATE 28/7/84

OBJECTIVES: TO SENSITIZE THE TRAINEES TO SOME ACTIONS THAT COULD BE OFFENSIVE TO MALAWIANS SO THAT THE PCV CAN LIVE COMFORTABLY IN MALAWI.

ACTIVITY	DESCRIPTION	TIMING
WALK TO SITE	WALK UP BUNDA HILL	
SMALL GROUP LECTURE AND DISCUSSIONS	TAKE EACH TOPIC FROM LIST AND DISCUSS AND/OR DEMONSTRATE EACH ONE (IE. SERVING FOOD, SITTING DOWN, STANDING ETC...)	

162

LOCATION: ON TOP OF THE HILL BESIDE BUNDA COLLEGE

MATERIALS NEEDED: HAND-OUT ON "DO'S AND DON'TS"

NOTE: THIS HAND-OUT OR LIST OF TOPICS WAS DEVELOPED BY THE CROSS-CULTURAL CO-ORDINATOR BUT SHE DID NOT HAND IT OUT,

JST CUS EAC PIC THI ST.

227

RECOMMENDATIONS:

WHAT WENT WELL? THE SITE WAS BEAUTIFUL. THERE WERE ALOT

WHAT DIDN'T? OF INTERESTING OCCURANCES.

NEXT TIME? GOOD SESSION

228

SESSION NAME NON-VERBAL COMMUNICATION TRAINERS MKALIANGA NO OF TRAINEES 20 DATE 30/7/84

OBJECTIVES: TO CAUSE AWARENESS IN THE TRAINEES OF THE MEANING OF CERTAIN GESTURES ETC. WHICH CAN HAVE VERY DIFFERENT OR OPPOSITE MEANINGS IN AN AMERICAN CONTEXT.

ACTIVITY	DESCRIPTION	TIMING
GREETINGS		
ROMANTIC GESTURES:	WINKING, USING SHOULDER TO SAY "NO", AVOIDING EYE CONTACT, INVITATIONS NOT NECESSARY, WAIST BEADS FOR VILLAGE WOMEN, CONCEPT OF PRIVACY, DON'T ENTER OTHER BEDROOMS, OTHERS, LEAVE FOOD ON THE PLATE, CHICKEN-BACK MEANS YOU ARE THE QUEST, PERSONAL SPACE ETC...	

163

LOCATION: LECTURE ROOM 2

MATERIALS NEEDED: GENERATE A LIST OF GESTURES BEFOREHAND

RECOMMENDATIONS:

WHAT WENT WELL? VERY INTERESTING SESSION. THE CONVERSATI(BETWEEN GRACE AND SAM TO DEMONSTRATE EYE CONTACT OR NO CONTACT WAS GOOD.

WHAT DIDN'T?

NEXT TIME? WASN'T ENOUGH TIME TO ASK ALL QUESTIONS. TRAINEES ASKED GOOD QUESTIONS. FINISH THE SESSION IN TIME FOR Q'S AND A

Ag! F...

CROSS-CULTURAL FILMS

The 16 Independence Anniversary Celebrations

Take a few moments to reflect on what you saw and heard. Celebrations like this are a significant aspect of a Malawians life both for rural and urban dwellers but for Americans it is probably a new phenomena, that is, typically we have not attended activities like this in the US. It is difficult to draw analogies since our thought pattterns socially are not the same but perhaps it is like attending a football or basketball game to us. There was much more going on in the session than just the film, specifically I was observing the Malawian staff and visitors reactions to what was being shown, it seemed that 1 they really enjoyed the different groups very much and they laughed or commented on occurances that seemed to me to be common or undeservivg of comment(from my view point). 2 Both the Junior staff and senior staff reacted in the same or similar ways to what they saw, thus reinforcing in me the idea that this social activity trancends socio-economic levels.

I was particularly interested to listen to the speech by President Dr. Banda. His ideas and concerns will automatically become Government policy here and so having and awareness of his priorities gives me a good handle on the development priorities in Malawi and so the PCV role in that development. I was disappointed that his speech was so short.(It is important to remember(I think) that Dr. Banda is the first President of Independent Malawi and as such he is an important Independence figure perhaps like say George Washington would be to us.)

Soil and water Conservation in Malawi

From my point of view(American) this was the better film. I enjoyed the photography in the game parks of both the animals and the scenery. The portion dealing with forrestry and fisheries gave me some ideas on these two industries and there importance here(kuno) and the last section on soil conservation was dear to my heart, as a PCV I tried to educate the people, particularly the younger people in my community,to the need and the methods of soil conservation and since it is a problem here also, maybe it is another simple secondary project someone might want to do.

In watching the Malawians during this film and talking with them after the film, I found out that most preferred the first film about people together and dancing and speech making where as I and most of the Americans seemed to prefer the film about the parks,animals,fisheries and so on that didn't show people as the main topic. In terms of integrating the principle, I've noticed that in our language we have only three singular personal pronouns for people I/ME ,YOU, HE/SHE for reference to self, reference to the one you are talking to and reference to someone away that you are not talking to. But the Chichewa adds a fourth for talking in reference to someone that is near but not in the conservation. Also it somehow seems more natural for me to say the verbs come and go but I think for a Malawian go and come is more natural(ask a Malawian,Iwould like to get this clear in my mind). If that is true then they think of people being together as natural and so you go away but then come back, but come and go suggests that it is more natural to be alone and people come to you but then go away after a while.

Seriously, I don't want to over analyze but the bottom line is that maybe there was more going on with the films session and in other sessions than you have realized. I got alot out of the session.

SESSION NAME INITIATION CEREMONIES TRAINERS MKALANGA NO OF TRAINEES 20 DATE 2/8/84

OBJECTIVES: TO INTRODUCE THE TRAINEES TO SOME ASPECTS OF YAWO INITIATION CEREMONIES.

ACTIVITY	DESCRIPTION	TIMING
	THE MEN AND THE WOMEN VOLUNTEER/TRAINEES (V/T) DIVIDED INTO TWO GROUPS (BY GENDER). THE WOMEN V/T WERE TOLD SOME THINGS ABOUT HOW TO BEHAVE TOWARDS MEN, RELATIVES AND OTHER WOMEN ETC. WHICH YAWO WOMEN ARE TOLD WHEN THEY PASS FROM CHILDHOOD TO YOUNG WOMANHOOD (BEFORE MARRIAGE) AND THEY WERE TAUGHT HOW TO DANCE. THE MEN V/T COLLECTED IN A GROUP WITH THE YAWO MALAWIAN MEN TO HEAR HOW MEN SHOULD BEHAVE.	

165

LOCATION: LECTURE ROOMS AND DANCING OUTSIDE ON THE GRASS

MATERIALS NEEDED:

RECOMMENDATIONS:
WHAT WENT WELL?
WHAT DIDN'T?
NEXT TIME?

SESSION NAME TRADITIONAL MEDICINE AND HOSPITAL FIELD TRIP TRAINERS CLARIANA/MKALIANGA NO OF TRAINEES 21 DATE 3/8/84

OBJECTIVES: TO VISIT A WELL KNOWN WOMAN HERBALIST, OBSERVE HER PRACTICE OF MEDICINE, SEE THE VILLAGE WHERE THE THE HOSPITALIS, TO FIND OUT THE ROLE OF THE TRADITIONAL MIDWIFE/DOCTOR IN PRESENT DAY MALAWI.

ACTIVITY	DESCRIPTION	TIMING

A VERY GOOD TRIP. TRANSPORT BY BUNDA COLLEGE BUS TO VILLAGE. WE WALKED AROUND THE VILLAGE/HOSPITAL AND THE WOMAN INTRODUCED US TO HER PATIENTS. THE PATIENTS EACH DESCRIBED THEIR ILLNESSES, THE DOCTOR DESCRIBED THE DIAGNOSIS AND TREATMENT AND THE PATIENT EXPLAINED HOW SHE/HE HAD IMPROVED.

WE SAW THE RECORD KEEPING OFFICE.

WE NAMED A BABY BORN THERE WHEN WE WERE THERE, "MTENDERE" ("PERSON OF PEACE") IN HONOUR OF THE PEACE CORPS VISIT.

166

LOCATION: NEAR-BY VILLAGE

MATERIALS NEEDED: TRANSPOT TO VILLAGE FROM SITE

RECOMMENDATIONS:

WHAT WENT WELL? EXCELLENT!

WHAT DIDN'T?

NEXT TIME?

SESSION NAME STEDMAN HOWARD (USIS) TRAINERS DAVIS NO OF TRAINEES 21 DATE 4/8/84

OBJECTIVES: INTRODUCE TRAINEES TO USIS IN MALAWI

ACTIVITY	DESCRIPTION	TIMING

STED SPOKE ABOUT THE UNITED STATES INFORMATION SERVICE (USIS)'S ROLE IN THE THIRD WORLD AND HERE IN MALAWI, SHOWED THE V/T AROUND THE USIS OFFICE HERE IN LILONGWE, TALKED ABOUT VARIOUS RESOURCE MATERIALS AVAILABLE TO PCV AND GAVE A CANDID OVERVIEW OF THE POLITICAL AND ECONOMIC SYSTEMS PRESESNT HERE IN MALAWI; PROBLEMS FACED, GOALS, TRENDS AS WELL AS HOW SUCH ISSUES AFFECT OTHER COUNTRIES IN THE SOUTHERN AFRICAN REGION.

INFORMATIVE, ENLIGHTENING SESSION. UNFORTUNATELY, STED HAS COMPLETED HIS TOUR IN MALAWI AND IS PRESENTLY ASSIGNED TO UGANDA SO WILL BE UNAVAILABLE AS A RESOURCE PERSON FOR PC, BUT FUTURE TRAINING PROGRAMS WOULD DO WELL TO CONTACT USIS, CITY CENTRE, LILONGWE TO INCLUDE INTO THEIR PROGRAM A TOUR OF THE FACILITIES AT USIS COMPLEMENTED WITH AN INFORMATIVE PRESENTATION BY AN AMERICAN REPRESENTATIVE.

167

LOCATION: USIS, LILONGWE

MATERIALS NEEDED: TRANSPORT TO USIS FROM SITE

RECOMMENDATIONS:

WHAT WENT WELL? EXCELLENT!

WHAT DIDN'T?

NEXT TIME?

SESSION NAME TRADITIONAL MARRIAGE FIELD TRIP TRAINERS CLARIANA NO OF TRAINEES 12 DATE 5/8/84

OBJECTIVES: TO HAVE FUN AT A TRADITIONAL MARRIAGE. COOK, DRINK, DANCE, OBSERVE.
(PC NURSE, LUCY KACHALE'S SISTER'S WEDDING)

ACTIVITY	DESCRIPTION	TIMING
TRANSPORT	BUNDA BUS TO THE VILLAGE	1PM. - 5:30PM.

TOOK GIFTS OF BLANKET AND COOKING PAN BOUGHT BY TRAINEES WITH THEIR OWN MONEY.

TRAINEES DANCED, ATE, COOKED AND DRANK.....A GOOD TIME!

168

LOCATION: VILLAGE NEAR BUNDA COLLEGE

MATERIALS NEEDED: A WEDDING

RECOMMENDATIONS:

WHAT WENT WELL? A GOOD EXPERIENCE....

WHAT DIDN'T? TAKE EVERYONE.

NEXT TIME?

SESSION NAME THE RAIN CALLER TRAINERS MKALIANGA NO OF TRAINEES 21 DATE 6/8/84

OBJECTIVES: TO GAIN SOME KNOWLEDGE ABOUT TRADITIONAL CEREMONIES AND THEIR SIGNIFICANCE/IMPORTANCE IN MALAWIAN LIFE. TO GET INTO THE PAST-TIME OF LISTENING TO STORIES FOR ENTERTAINMENT (THE WAY KNOWLEDGE HAS BEEN TRANSFERRED IN THIS CULTURE).

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION OF SPEAKER	MR. TSANG'OMA, THE CHIEF RAIN CALLER IN THIS BUNDA AREA, TRANSLATED BY N. KALINGAMALIRO	
LECTURE/STORY TELLING	BY MR. TSANG'OMA -THE ORIGIN OF HIS NAME -THE CEREMONY FOR CALLING RAIN -THE SONG THAT IS SUNG AND THE PRAYERS -THE SITE OF THE RAIN SHRINE -THE REQUIREMENTS OF THE OFFICE OF RAIN-CALLER -OTHER TRADITIONS ABOUT RAIN-CALLING	
QUESTIONS AND ANSWERS		

169

LOCATION: LECTURE ROOM 2

MATERIALS NEEDED: A TRANSLATER

RECOMMENDATIONS: N. KALINGAMALIRO ASKED GOOD QUESTIONS FOR THE TRAINEES.

WHAT WENT WELL? VERY INTERESTING INFORMATION.

WHAT DIDN'T? GOT OFF TO A SLOW START.

NEXT TIME? GIVE TRAINEES A BETTER INTRODUCTION OF WHAT TO EXPECT.

SESSION NAME TRADITIONAL FUNERALS TRAINERS MKALIANGA NO OF TRAINEES 21 DATE 7/8/84

OBJECTIVES: TO GIVE KNOWLEDGE SO THE TRAINEES CAN LIVE COMFORTABLY IN THE VILLAGES OR MALAWI.
TO KNOW WHERE PEOPLE COME FROM AND WHERE THEY ARE GOING (TRADITIONALLY).

ACTIVITY	DESCRIPTION	TIMING
INTRODUCTION		
LECTURETTE	1) FUNERALS IN THE SOUTHERN PART OF MALAWI (GRACE) (NKHUKHU- TAKE A COIN "CHICKEN" TO NOTIFY THE CHIEF)	
	2) FUNERALS IN THE CENTRAL REGION	
	3) FUNERALS IN THE NORTHERN REGION	
SUMMARY	FUNERALS ARE IMPORTANT IN MALAWI; THEY CAN AFFECT YOUR PLANS	
	PEOPLE ARE SERIOUS ABOUT DEATH AND SPIRITS	
	COULD AFFECT YOUR SAFETY AND/OR COMFORT	

170

LOCATION: LECTURE ROOM 2

MATERIALS NEEDED: REPRESENTATIVES FROM THE DIFFERENT REGIONS OF MALAWI TO EXPLAIN THEIR RESPECTIVE CUSTOMS.

RECOMMENDATIONS:

WHAT WENT WELL? Q & A SESSION WENT WELL AND INITIATED SOME GOOD CONVERSATIONS.

WHAT DIDN'T?

NEXT TIME?

SESSION NAME MACOHA TRAINERS G. FARRELL (PCV) NO OF TRAINEES 20 DATE 9/8/84

OBJECTIVES: TO AQUAINT TRAINEES WITH MACOHA OPERATIONS IN LILONGWE

ACTIVITY	DESCRIPTION	TIMING

GREG FARRELL (PCV) INVOLVED WITH THE MACOHA OFFICE IN BLANTYRE GAVE THE TRAINEES A TOUR OF THE MACOHA FACTORY HERE IN LILONGWE SITUATED NEAR BOTTOMS HOSPITAL. THE FACTORY IS RUN BY HANDICAPPED PERSONS. GREG EXPLAINED ABOUT MACOHA AND GAVE THE V/T A TOUR OF THE OPERATIONS HERE SHOWING HOW TYE-DYE DRESSES ETC. ARE MADE. MANY V/T BOUGHT THINGS AT THIS "FACTORY OUTLET" AND A GOOD TIME WAS HAD BY ALL.

171

LOCATION: MACOHA FACTORY, LILONGWE

MATERIALS NEEDED: TRANSPORTATION TO BOTTOMS HOSPITAL FROM THE TRAINING SITE

RECOMMENDATIONS:

WHAT WENT WELL?

WHAT DIDN'T?

NEXT TIME?

244

245

SESSION NAME NIGHT DANCING AT VILLAGES IN SALIMA TRAINERS CLARIANA/DAVIS/KLINGERS (PCVS) NO OF TRAINEES 21 DATE 10/8/84

OBJECTIVES:

TO PARTICIPATE IN TRADITIONAL AND "MODERN" VILLAGE DANCING AND TO HAVE FUN

ACTIVITY	DESCRIPTION	TIMING

RUSTY AND LENNY KLINGER ARRANGED FOR TRAINEES TO VISIT TWO VILLAGES (WHEN WE WERE AT SALIMA STAYING AT THE GRANDE BEACH HOTEL) IN THE EVENING IN ORDER TO OBSERVE AND PARTICIPATE IN VILLAGE DANCING. THE MOON WAS OUT AND EVERYONE HAD FUN.

172

LOCATION: VILLAGES NEAR SALIMA

MATERIALS NEEDED: TRANSPORT

246

RECOMMENDATIONS:

WHAT WENT WELL? DO THIS AGAIN IF POSSIBLE.

WHAT DIDN'T?

NEXT TIME?

247

SESSION NAME TRADITIONAL CRAFTS FAIR & ~~DANCING~~ TRAINERS MKALANGA NO OF TRAINEES ? DATE 17/8/84

OBJECTIVES:

TO SHOW TRAINEES VARIOUS CRAFTS AND DANCED OF MALAWI

ACTIVITY	DESCRIPTION	TIMING

THE TRAINEES WENT TO LOCAL VILLAGE OUTSIDE OF BUNDA COLLEGE WHERE GRACE HAD ARRANGED THAT LOCAL ARTISANS WOULD SHOW THEIR WARES WHICH WERE FOR SALE. LOCAL WOMEN DANCED. THE TRAINEES WERE HAPPY WHEN THEY RETURNED TO BUNDA WITH LOCAL CRAFTS SO THE AFTERNOON MUST HAVE BEEN A SUCCESS.

173

LOCATION: LOCAL VILLAGE

MATERIALS NEEDED: TRANSPORT FROM SITE
LOCAL ARTISANS

RECOMMENDATIONS:

WHAT WENT WELL? DO AGAIN.

WHAT DIDN'T?

NEXT TIME?

SESSION NAME DRAMATICS/CHICHEWA & ENGLISH TRAINERS LANGUAGE/X-CULTURAL STAFF ~~TRAINEES~~ NO OF TRAINEES 21 DATE 17/8/84

OBJECTIVES:

TO PROVIDE A CROSS-CULTURAL EXCHANGE BETWEEN MALAWIAN AND USA CULTURES

ACTIVITY	DESCRIPTION	TIMING

THE LANGUAGE AND CROSS-CULTURAL STAFF PUT TOGETHER TWO PLAYS, A FASHION SHOW ETC. THE TRAINEES ORGANIZED A DEMONSTRATION OF "HOW TO PLAY BASEBALL", HOW TO CLOG DANCE (DANCE DONE IN THE SOUTHERN STATES, USA), MUSIC ETC. THE PROGRAM WAS INTERSPERSED WITH AMERICAN AND MALAWIAN PRESENTATIONS, THE BUNDA AUDITORIUM PACKED AND MOST FOLKS SEEMED TO ENJOY THEMSELVES. SOME LOCAL PLAY ACTORS DID SOME PLAYS AT THE END OF THE PROGRAM WHICH WERE A BIT TOO LONG AND DRAWN OUT ACCORDING TO THE AMERICAN AUDIENCE, THOUGH GOOD. THE MALAWIANS IN THE AUDIENCE (OF COURSE IN VAST MAJORITY) ENJOYED THE MALAWIAN PLAYS AND THE CLOG DANCING IMMENSELY.

174

LOCATION: BUNDA COLLEGE AUDITORIUM

MATERIALS NEEDED: TALENT, PROPS, INTRUMENTS, ENTHUSIASM

RECOMMENDATIONS:

WHAT WENT WELL? GO FOR IT!

WHAT DIDN'T?

NEXT TIME?

SESSION NAME Paul Simons & Regional Consular officer TRAINER(S) CI ARIANA NO OF TRAINEES ALL DATE Aug 23

OBJECTIVE(S): DOS AND DONTS of travel in Southern Africa, the services to Americans provided by the consulate, the Ambassadors self help fund, to show the trainees what it means when they ask villagers to come to a meeting at ten in terms of walking/transport, timing, food or lack of it etc.

ACTIVITY	DESCRIPTION	TIMING
GATHER IN CHIEF' CHADZA'S VILLAGE		
INTRODUCTIONS	SELF introduction of special visitors: Scott Faulkner, Paul Simons, and regional Counsalor officer(name?). Chief Chadza introduces himself and his group village headmen and village headmen.	
HOST of family visit respond	Two group village headmen thank trainees/peace Corps for sending the trainees as guests for the week. Chief Chadza summarizes.	
PC responds	Two PC trainees respond for the guests at how they have enjoyed and learned from this experience. Training director summarizes.	
Introduction and speeches by the special guests concerning above topics.		
Refreshments	Cokes and bisquits provided by PC. Mrs.Faulkner provides some very nice cakes/rolls. All well received.	
Departure.		

175

LOCATION: Chief Chadzas village

MATERIALS NEEDED: Sodas and bisquits, lots of planning!!

RECOMENDATIONS:

WHAT WENT WELL? A very good learning experience.

WHAT DIDN'T? People wanted a meal at noon.

NEXT TIME? Do this and also plan a typical meal that would be eaten on such an occasion.

SERVICES OF THE U.S. EMBASSY CONSULAR OFFICES

I. GENERAL INFORMATION

U.S. Embassy
Area 40 Plot 18 (next to Malawi Congress Party)
Lilongwe

Tel.: 730166/730396

Consular Officer:
Paul E. Simons

Consular Specialist:
Augustine W. Mnthambala

Consular Hours:
Monday thru Friday
8:00 a.m. - 12 noon

U.S. Embassy Branch Office
Kanabar House 2nd Floor (opposite Mt. Soche Hotel)
Blantyre

Tel.: 635713/635721

Consular Officer:
Kenneth Bogdan

Consular Hours:
Monday, Wednesday, Friday
8:00 a.m. - 12 noon

II. SERVICES OF THE U.S. CONSULAR OFFICE

: U.S. passport issuance

: information on visa requirements and travel to neighboring countries

: notarial services: authentications, acknowledgements, oaths

: issuance of immigrant and non-immigrant visas for travel of non-U.S. citizens to the U.S.

: IRS tax forms (but no advice)

: absentee voting applications and information

: registration of U.S. citizen visitors

: selective service registration

: assistance to U.S. citizens arrested and imprisoned abroad

: administration of the Ambassador's special self-help fund

SESSION NAME ROLF LEHMAN (EEC) TRAINERS CLARIANA NO OF TRAINEES 18 DATE 3/9/84

OBJECTIVES: TO INFORM V/T ABOUT EEC AND ITS PROJECTS IN MALAWI

ACTIVITY	DESCRIPTION	TIMING

AN ECONOMIC ADVISOR WITH EEC, LILONGWE, MR. LEHMAN SPOKE ABOUT THE EUROPEAN ECONOMIC COMMUNITY (EEC) IN MALAWI AND ABOUT ITS PROJECTS; LAKE FISHERIES, APPROPRIATE TECHNOLOGY ETC.

177

LOCATION: LECTURE ROOM 2, BUNDA COLLEGE

MATERIALS NEEDED: CHAIRS PLACED IN A CIRCLE OR SEMI-CIRCLE

255

RECOMMENDATIONS:

WHAT WENT WELL? EXCELLENT! TRY TO GET MR. LEHMAN

WHAT DIDN'T? TO COME SOEAK AGAIN.

NEXT TIME?

256

SESSION NAME RELIGIONS IN MALAWI TRAINERS DAVIS NO OF TRAINEES 14 DATE 6/9/84

OBJECTIVES: TO INFORM THE TRAINEES ABOUT THE DIFFERENT ACTIVE RELIGIOUS GROUPS IN MALAWI AND WHAT THEY ARE DOING IN MALAWI TODAY. ALSO, ABOUT BASIC PHILOSOPHIES. WE HAD FOUR QUEST SPEAKERS.

.TIVITY	DESCRIPTION	TIMING
REV. CHIMKEKA STUDENT CHRISTIAN ORGANIZATION OF MALAWI P.O. BOX 657, LILONGWE	-FROM CCAP (CENTRAL CHURCH OF AFRICAN PRESBETARIAN) -SPOKE ABOUT THE MERGING OF THE CCAP CHURCH IN AFRICA -ABOUT WOMEN IN CHRISTIANITY -ABOUT PROBLEMS/CONCERNS WITH YOUNG ADULTS AND FAITH	
MR. CHIUTA SALIMU MUSLIM ASSOCIATION OF MALAWI P.O. BOX 30336, LILONGWE 3	-SPOKE ABOUT THE PRINCIPALS OF MUSLIM FAITH -ORGANIZATION OF THE MUSLIM ASSOCIATION (YOUTH, WOMEN, CHE AND THE MUSLIM SERVICE COMMUNITY)	
DARREL E. GARNER P.O. BOX 224 BALAKA	-SPOKE ABOUT THE BAPTIST MISSION IN BALAKA -CO-OPERATION, NO HIERARCHY IN BAPTIST CHURCHES (EACH AUTONOMOUS) -DEVELOPMENT OF BIBLE SCHOOL, ENGLISH LANGUAGE CHURCH (LL.,BT.), BOAT TO HELP PEOPLE REACH MEDICAL CARE DURING RAINY SEASON -VARIOUS SERVICES PREFORMED IN MALAWI BY BAPTIST MISSION	
REV. DOMINIC MUSASA CATHOLIC SECRETARIAT P.O. BOX 30384, LILONGWE 3	-SPOKE ABOUT THE UNITY OF VARIOUS CHRISTIAN CHURCHES STRUGGLING TOGETHER -PROJECTS TO HELP HUMANKIND GROW NOT ONLY PHYSICALLY, ECONOMICALLY AND SPIRITUALLY BUT ALL THREE	

178

.OCATION: LECTURE ROOM 2, BUNDA COLLEGE

'ATERIALS NEEDED: CIRCULAR SET UP OF CHAIRS, BLACKBOARD

RECOMMENDATIONS:

WHAT WENT WELL? COFFEE AND TEA SERVED DURING THE SESSIO ADDED A NICE TOUCH.

WHAT DIDN'T?

NEXT TIME?

SESSION NAME DAVID GARMES (USAID) TRAINERS DAVIS NO OF TRAINEES 22 DATE 28/9/84

OBJECTIVES: TO ACQUAINT TRAINEES WITH USAID AND PROJECTS THAT THIS ORGANIZATION IS INVOLVED IN AND HOW THEY CAN HELP PCV IN MALAWI.

ACTIVITY	DESCRIPTION	TIMING
LECTURE WITH FLIP CHART PAPERS	MR. DAVID GARMES DESCRIBED THE PROGRAM DEVELOPMENT PROCESS, WHAT AID IS FOCUSING ON IN THE NEXT FIVE YEARS (SMALLHOLDER DEVELOPMENT, PRIVATE ENTERPRISE, HEALTH & CHILD SPACING), THE PLANNED ACTIONS FOR FY'85 (AGRICULTURE EXTENTION & RESEARCH, CHILD SPACING, SUPPORT FOR NRDP. MR. GARMES WENT ON TO TALK ABOUT ONGOING PROJECTS, BOTH BILATERAL AND REGIONAL, THEN TALKED ABOUT THE SPA (SMALL PROJECTS ASSISTANCE)FUND. SPA IS A WAY OF PCV GETTING MONEY FOR SMALL, INCOME-GENERATING PROJECTS. PRIORITY AREAS FOR PROJECTS ARE: INCREASED AGRICULTURAL PRODUCTION, ENERGY RENEWAL AND CONSERVATION, PRIVATE ENTERPRISE DEVELOPMENT. THE SPA FUND WAS DESIGNED TO: ENHANCE CO-OPERATION BETWEEN PCV AND HOST COUNTRY CONTACTS, PROVIDE QUICK FINANCING WITH MINIMAL ADMINISTRATIVE BURDENS AND PRODUCE AN IMMEDIATE IMPACT ON SOCIAL AND ECONOMIC WELL-BEING OF THE INDIVIDUALS INVOLVED. MR. GARMES ALSO SPOKE ABOUT POSSIBLE REPRESENTATION BY PCV IN DESIGN EFFORTS OF PROJECTS; LIASON PERSONS FROM PEACE CORPS PERHAPS. AN EX-PCV HIMSELF (INDIA), DAVID IS A GREAT SPEAKER AND CONCERNED INDIVIDUAL.	179
Q'S & A'S		

LOCATION: DOWNSTAIRS IN THE PCO

MATERIALS NEEDED: FLIP-CHART STAND
CHAIRS FOR TRAINEES AND STAFF

259

RECOMMENDATIONS: USE AGAIN. HIGHLY RECOMMENDED.

WHAT WENT WELL? TRAINEES ASKED GOOD QUESTIONS

WHAT DIDN'T? HOLD IN A QUIETER PLACE NEXT TIME; THER WAS ALL KINDS OF CONSTRUCTION GOING ON AT THE TIME (UNAVOIDABLE) AND THE PHONE

NEXT TIME?

260

SESSION NAME POLITICAL SYSTEM/LAW & THEATRE IN MALAWI TRAINERS DAVIS NO OF TRAINEES 12 DATE 7/9/84

OBJECTIVES: TO PRESENT TRAINEES WITH INFORMATION ABOUT THE LEGAL SYSTEM HERE IN MALAWI SO THAT THEY KNOW THEIR RIGHTS ETC. UNDER A DIFFERENT SYSTEM THAN THEY ARE USED TO. ALSO TO EXPLAIN ABOUT MALAWIAN THEATRE SO THAT TRAINEES CAN GAIN A BETTER APPRECIATION FOR MALAWIAN PLAYS.

ACTIVITY	DESCRIPTION	TIMING
LECTURE	-MR. NYASULU DESCRIBED THEATRE IN MALAWI FIRST; ABOUT WHAT KIND OF PLAYS MOST MALAWIANS LIKE AND WHY (INSIGHT INTO MALAWIAN CULTURE) AND VARIOUS THEATRE GROUPS ACTIVE AROUND THE COUNTRY	
Q'S & A'S		
LECTURE	-MR. NYASULU EXPLAINED THE LEGAL SYSTEM EMPLOYED BEFORE AND SINCE INDEPENDENCE, THE VARIOUS COURTS AND THEIR POWERS, THE PROCEDURES OF TRYING THOSE CHARGED WITH CRIMES ETC	
Q'S & A'S		

NOTE: THIS IS THE SECOND YEAR IN WHICH MR. NYASULU HAS COME TO SPEAK TO PCT. HE IS USUALLY WILLING TO STAY FOR A DAY OR TWO TO SPEAK TO TRAINEES INFORMALLY IF HE KNOWS WELL ENOUGH IN ADVANCE WHEN THE TRAINING STAFF WOULD LIKE HIM TO GIVE A PRESENTATION. MR. KAMUDONI NYASULU
RESIDENT MAGISTRATE
LIMBE

180

LOCATION: LECTURE ROOM 2, BUNDA

MATERIALS NEEDED: CHAIRS IN A CIRCLE OR SEMI-CIRCLE

RECOMMENDATIONS: TEA SERVED DURING THE SESSION WAS NICE.

WHAT WENT WELL? Q & A SESSIONS WENT WELL.

WHAT DIDN'T? PERHAPS HAVE TRAINEES A BIT MORE PREPARED FOR SESSIONS; EXCITE THEM WITH POSSIBLE QUESTIONS

NEXT TIME?

The Village Live IN

The village stay has become an integral part of PC training world wide, indeed many countries run the entire PST program at the village level with the trainees spending the entire program with a family. There will be significant learning opportunities in such an environment in every aspect of training. Inevitably trainees(some) fear this portion of training andanxiety can build up and must be honestly addressed by the training staff. Very often, when training is finished, the village stay receives the highest rating of any activity and is the most fondly remembered portion of training.

The village live in for this program lasted for 5 nights with no scheduled sessions during that period. Extreme feelings of isolation and boredom were experienced by the trainees(similar to what they will experience the first weeks at their PCV sites). The more creative trainees created activities and entertainment for them self, many simply sought escape in one form or another. Both are valid strategies for dealing with the excess time and boredom that occurs but the first is at a higher level of self-actualization than the second.(escape includes all the range from reading during all the day light hours and not interacting with any family members all the way to just"freaking-out" and leaving the family live in site all together) The highest level of self actualization could be reached if the trainees went in with a purpose, like: do an appropriate technology project or teachers could teach some subject at a primary school, ags could do some small scale extension, health trainees could run a short course, business advisors could help a small shop set up book-keeping and so on. Whatever else happens in the village good or bad, the village visit is an extremely valuable learning opportunity that can accomplish goals that can not be approached in any other way.

Included:

Family Visit handout
List of family visit articles handout
List and Map of the family visit sites

Family Visit
(or Rural Live-in or Village Stay)

What it is NOT:

1. It is not a test to see if you can "make it".

2. It is not a preparation for the lifestyle you will live as a US Peace Corps Volunteer.

3. It is not to have fun (through many Volunteer trainees do).

What it is:

Life in Malawi means life in the Village. In your role as a Volunteer, you will be an agent of change in this society with specific moral responsibilities. Some of you may influence tens of people; others of you will make decisions that could ultimately influence tens of thousands of people.

Your living conditions as a Volunteer in Malawi will be the expatriate style of life. You will stay in a western style home, eat western style of foods, and most significantly, you will probably 'hang-out' with expatriates for a high percentage of your time here. This will colour very much the way you see life and people here. Very often, westerners living in such a closed community develop and perpetuate a very unrealistic view of "the way things are" in Malawi (or whichever country). Constant interaction with other westerners confirms this view as "truth". A lot of this "truth", if viewed from a different perspective will be seen to be patently absurd. Decisions based upon this "truth" could be harmful or at best ineffectual.

The village visit is a very tiny step to provide information to you during training and to begin a process of gathering information at the village level so that you can be an informed member of change.

(Perhaps this emphasis by PCVs on people is why a PCV with little money can have such a profound effect on development, and also why other organizations have the problems that they have.)

Think about it.

FAMILY VISIT list of articles to be given out on Saturday night

candles/matches	bath soap
Surf detergent	toilet paper
mosquito coils	large plastic cup
sugar	tea
cooking oil	peanuts

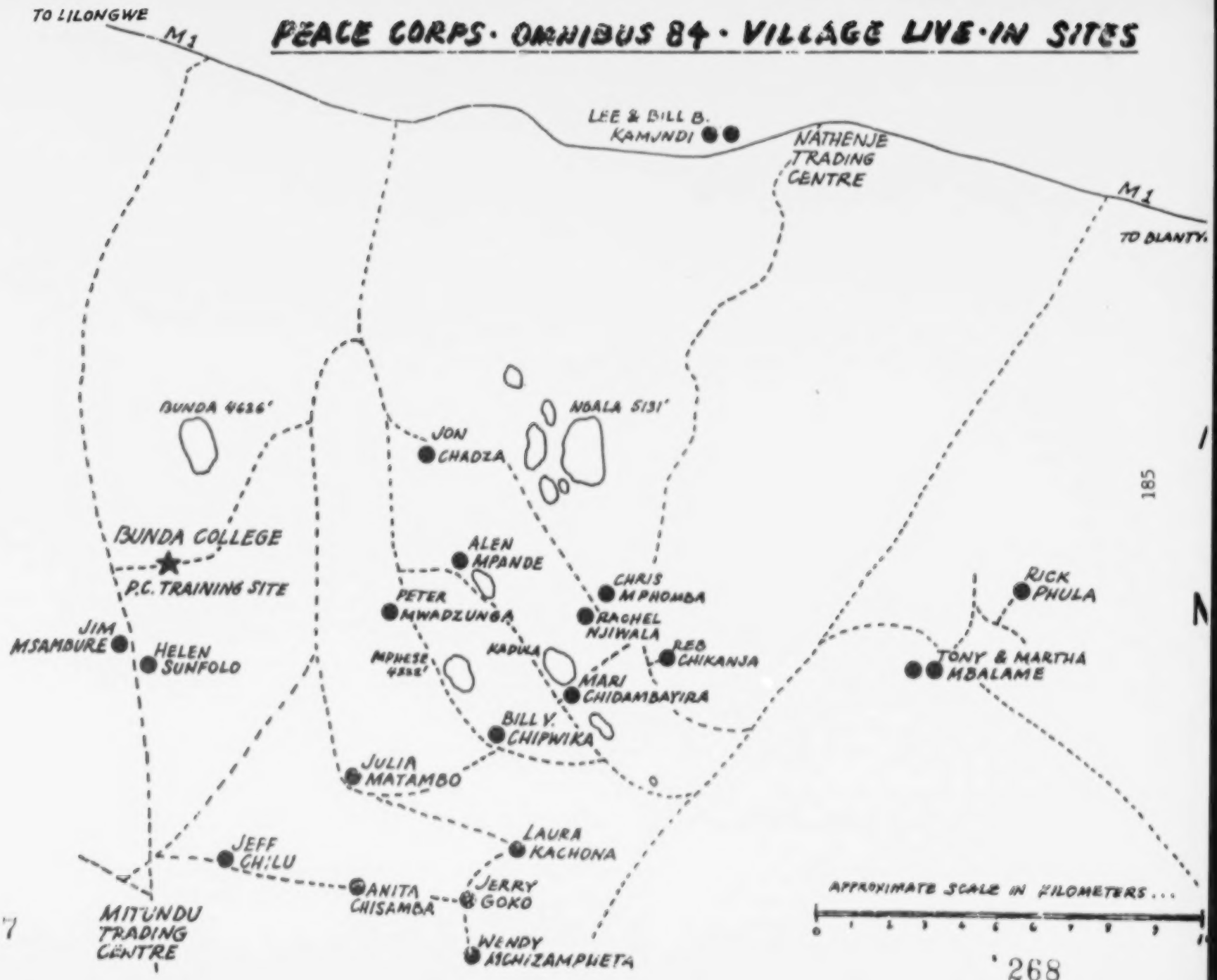
FAMILY VISIT list of things that you might want to take

2 sheets/2 blankets & pillows	flashlight
camera and film	family photographs
language lessons	diary
towel and wash clothes	water bottle/canteen
deck of cards/frisbee/ball	sunscreen
book, writing materials, stamps	
PC medical kit with insect repellent	
chocolate (bed time snack)	
gift for family? (ask language teachers)	

We will have time in Lilongwe (about an hour) to shop before we go to the picnic at Charles Blake's house on Saturday.

P.W.V.S. CORPS OMNIBUS VILLAGE LIVES

HOST		GUEST
MPUMU	CHADZA	JON
BAMBO	CHIKANJA	REB
BAMBO	MPHOMBA	CHRIS
BAMBO	MBALAME	TONY & MARTHA
BAMBO	PHULA	RICK
BAMBO	CHIDAMBAYIRA	MARI
BAMBO	CHIPWIKA	BILL.V
BAMBO	NJIWALA	RACHEL
BAMBO	MWADZUNGA	PETER
BAMBO	MPHANDE	JULIA
BAMBO	MATOMBO	ALEN
BAMBO	KAMUNDI	LEE & BILL B.
MAI	KUCHONO	LAURA
BAMBO	MCHIZAMPHETA	WENDY
BAMBO	GOKO	JERRY
BAMBO	CHISAMBA	ANITA
BAMBO	CHILU	JEFF
BAMBO	MSAMBURE	JIM
BAMBO	SUNFOLO	HELEN


PEACE CORPS · OMNIBUS 84 · VILLAGE LIVE-IN SITES
TO LILONGWE
M1
LEE & BILL B.
KAMJNDI
NATHENJE
TRADING
CENTRE
M1
TO BLANTY.
BUNDA 4636'
NDALA 5131'
JON
CHADZA
BUNDA COLLEGE
P.C. TRAINING SITE
ALEN
MPANDE
CHRIS
M PHOMBA
PETER
MWADZUNGA
RACHEL
NJIWALA
REB
CHIKANJA
JIM
MSAMBURE
HELEN
SUNFOLO
MPHESE
4332'
KADULA
MARI
CHIDAMBAYIRA
BILLY
CHIPWIKA
JULIA
MATAMBO
RICK
PHULA
TONY & MARTHA
MBALAME
LAURA
KACHONA
JEFF
CHILU
ANITA
CHISAMBA
JERRY
GOKO
WENDY
NGWIZAMPHETA
MITUNDU
TRADING
CENTRE
APPROXIMATE SCALE IN KILOMETERS...
185
267
268

United States Peace Corps
P.O. Box 208
LILONGWE, Malawi

Memorandum

TO : Scott Faulkner, P.C.D. DATE: 8/27/84

FROM : P.C. Trainees listed

SUBJECT: Trainee input on the village visit and related activities

Recognizing the importance of the village visit, we would like to express our support of it and suggest some changes to enhance its effectiveness. We feel it is the key element in the training program and that it provides functional awareness of Malawian culture and lifestyles.

1. Most in-class cross-cultural training should be condensed. In-class efforts have been characterized by minimal information transmission and redundancy. Total sessions should be reduced to two or three afternoons.

2. Trainees should have two or three pre-visit contacts with their assigned families before the village stay. Tensions would be reduced, trainees would have time to deal with individual concerns and staff would be fully oriented to person and place before the fact.

3. Physical placement should be made (and could be made) in adjacent villages. No more than a 30-minute walk should separate any two trainees. This would minimize contact and transportation problems and save time and expenditure.

* 4. Crisis preparation and contingency planning should be considered the most important part of visit preparation. Each trainee should have an agreed-upon emergency plan. The fact that a trainee had a medical emergency which required 5 1/2 hours between onset and treatment is not acceptable.

We have considered these suggestions extensively, and perceive them as feasible and practical. A response from you would be appreciated, and we will be happy to give further input.

cc: Charles Blake
Roy Clariana

Bill Vollmer
Angela Hoffman
Mary Jasmann
Chris Fox
Bill Bales

CONCLUSION:

THIS MUCH TIME DOES NOT NEED TO BE SPENT ON CROSS-CULTURAL ACTIVITIES. MORE RESOURCE PERSONS RIGHT AROUND OR NEAR THE TRAINING SITE SHOULD BE USED. PERHAPS MORE HANDS-ON EXPERIENCE WOULD STRENGTHEN THIS COMPONENT. REFER TO THE CROSS-CULTURAL SECTION IN THE LESOTHO TRAINING MANUAL WHERE TRAINEES DID RESEARCH IN AREA STUDIES IN VILLAGES NEAR THE TRAINING SITE AND THEN DID PRESENTATIONS TO EACH OTHER.

CROSS CULTURAL AND
TRAINING AT SANGA BAY

by Rusty Klinger

188 d**

TRAINING AT SENGA BAY

The trainees visited our site, PCV, Rural Industries PCVs for two days.

Activities:

Bees: Two beekeepers were visited and a wild swarm of bees was observed, and the Kenya Top Bar Hive that the rural farmer built was demonstrated, wherein the bees were to be transferred. The second farmer demonstrated a hive where the bees had absconded after a transfer which showed the trainees the possibility of failure in the field.

This field visit also exposed the volunteers to rural living along the Lakeshore area, and traditional Yaow lifestyle. Spontaneously, many trainees got involved in the pounding of maize.

Also demonstrated was the similarly styled beehive at our residence. Many questions were asked and a number of trainees showed a keen interest in bee keeping as a secondary project.

Appropriate Technology: A short talk was given by the Klingers on AT and rural development, e.g. farmers identifying their own needs etc.

An evening of traditional dancing in a nearby village was enjoyed by all.

Traditional Cooking: One day was filled with outdoor traditional cooking where trainees actively participated in preparing Malawian dishes, together with many of the local ladies.

Chitala Farm Institute: (a demonstration and learning facility for farmers). was visited where the trainees were exposed to mud stoves, 80 gal storage jar and the closing ceremoney of a womens' training program.

AT DEMO AND TALK AT BUNDA COLLEGE

- Three cement storage jars for grain or water were built with the trainees. Much interest and enthusiasm was demonstrated by a handful of trainees, and it is anticipated that this actvity will be carried to the field.

- A simple loom was demonstrated, and handed over to an eager trainee for use at her site.
- A java type mud stove was built with the trainees, to demonstrate reducing fuel consumption and no-cost stove building.
- Various pamphlets and brochures were handed out to trainees e.g. Biogas, weaving, compost toilet, rabbit raising, beekeeping, natural dyeing, evaporative cooler, mud stoves.
- An informal discussion was held on various funding agencies available to PCVs for projects in the field.
- An ad lib talk was held whereby we answered questions of previous PCV experiences, cultural nuances and general day-to-day life in the Malawian community. This was a very active meeting and lasted much longer than anticipated.

MOTORCYCLE TRAINING

Report by PCVL, Lenny Klinger

EVALUATION OF MOTORBIKE TRAINING/PEACE CORPS MALAWI 1984

1. Q. DID YOU CONDUCT THE COURSE AS PRESCRIBED? IF NOT, HOW AND WHY DID YOU ADAPT IT?

Basically, I did, but I also adapted it to the situation here in [illegible]. We had no [illegible] I felt that with [illegible] films (in the evenings only), we had all the time to discuss riding motorcycles. I had PC Trainees using most of the allotted time given to me by the PCT Director with the Motorbike on the range. The scheduling of bike training lasted from August 29 to September 4, from 1 pm to 5 pm.

Starting on Wednesday 29th August at 3 o'clock, I started with the basic introduction of the course, followed by interacting sessions with on the range riding as applicable. Many classroom sessions described in the Trainers Manual are not applicable to PC/Malawi, e.g. insurance, helmets etc. available to them.

On Sunday September 2, I split the PC Trainees into 2 (two) groups (4-5), and we went riding within the area of the training site, which has only dirt roads and fields, intercepted by pathways. Most trainees as Volunteers will encounter much similar terrain on there jobs. And for the city riders, as well as the other trainees, it taught balance and shifting gears in an unfamiliar course. It also became a new adventure in riding. In this trail riding we experienced furrows, sand, rocks, ditches and hills not to mention people, goats and chickens.

After these activities PC Trainees were ready for tarmac, trucks and cars.

We went through range exercises, numbers 1-24, 27, 29, 30, 32 to 35, 37, 40 and 41. Range exercises 28-38 were included in the field riding. Training averaged $3\frac{1}{2}$ hrs. per day. The first three days were spent on the range. The following two days on the field, and the next two in city traffic and field.

2/.....

I would like to point out that in the Instructor's Guide, Table 5.1, The total instruction hours has 30 hrs, which we exceeded by $9\frac{1}{2}$ hrs. Everything went well. Myself and the assistant first introduced the PCTs to light traffic, roundabouts and turns, and of course, stopping; as well as how to follow in a ground.

An average of 3 hrs. a day was spent both pavement riding (city) and field riding. The total number of hours riding for the whole course was $39\frac{1}{2}$ hrs. of on-bike riding. This does not include films that came with the training material, and discussion in the evenings.

After realizing there was insufficient time for road and traffic riding, I asked the Training Director for more time during the last week of training, i.e. from 24-28 September. This enabled the PCTs to have more confidence in traffic driving. During this time, I went over more maintenance procedures.

It so happened that we had a Fisheries PCT joining the training group after his Stateside training which made him $8\frac{1}{2}$ weeks late. He needed motorbike training.

At present, I am not passing him (R.J. Lovullo) on motorbike training because I am waiting for a reply from your offices, letting me know if there is a minimum amount of hours that must be given in this course. He has good riding skills.

Also Becky Allmon, a RPCV, who was medivaced for a motorcycle accident, returned a week before the end of training. I am waiting for a reply from the P.C. Medical Office to see if she has clearance to ride a motorbike. If so, I know B. Allmon since we went through training together, she is basically a good rider, but has some rough edges that I feel she could overcome with some training. I plan to start Allmon and Lovullo on training next week, but in both cases I need to know the minimum amount of hours required.

3/.....

While I was on the road with part of the group, the latecomer was with my assistant with the remaining part of the group for 3 hrs. a day for 5 days. The latecomer has experience on motorbikes in fact he states he owns 250c back home.

2. Q. WHAT WOULD YOU DO DIFFERENTLY IF YOU CONDUCTED THIS COURSE AGAIN?

I would change nothing. I have not as yet, received the evaluations back from the PCTs, but all the positive verbal feedback was well received. One of the experienced PCTs mentioned that he had taken an inferior bike training course at college.

What I would like to see however, is perhaps the Motorbike Trainer be part of the whole training group from the beginning to the end of PST. This would be advantageous to the PCTs in having the instructor always available, thus enabling them to use their free time on the bikes, even after motorbike training has finished. After bike trainng until "Swearing-in", the PCTs got no practice in bike riding at all. In this case it was a period of 18 days.

4/.....

3. Q. WHAT DO YOU SEE AS THE CRITICAL FACTORS IN EFFECTIVE MOTORCYCLE TRAINING?

As much time on motorcycles as possible while in PST. The more time available, the more confident a PCT will be which is a major factor in producing a safe rider.

Having the correct number of motorcycles would have helped. Not having the right size helmets was a distraction and some cases possibly dengerous. I suggest that helmets be obtained and fitted during CAST, then forwarded onto the host country.

4. DURING WHICH WEEKS OF THE PST WAS THE MOTORCYCLE TRAINING CONDUCTED? WAS THIS TIMING APPROPRIATE? HOW WOULD YOU CHANGE IT?

The training started within week 5 and went into week 6 for seven (7) days. Again in week 9 for five days.

The timing was appropriate, as it provided a break in routine. Perhaps the training could have started during week 4. By having the Instructor permanently present would be beneficial to the PCTs as mentioned in Q 2.

Each training has different scheduling, thus its difficult to say in what week it should start. However with PC/M, I think it would be appropriate to start motorcycle training early in training to make maximum use of time. In starting early with a period of 2 weeks (the least) bike training, the Instructor could facilitate in other activities. This would also allow the PCTs to ask the Instructor for more instruction, during "off hours".

4/.....

5. Q. HOW ADEQUATE IS THE MAINTENANCE COMPONENT OF THE TRAINING? IF NECESSARY, HOW CAN IT BE IMPROVED?

It was inadequate. Film strip #7 was not received. I am a mechanic, so it was not difficult to go through maintenance procedures.

An alternative: The agency used by PC for motorcycle maintenance, could be utilized in this section of the course, for perhaps 2 hrs. to teach basic maintenance skills. I found the PCTs to be hungry for knowledge on maintenance - perhaps more than they need here in Malawi.

6. Q. WOULD YOU RECOMMEND THIS TRAINING FOR PC USE WORLDWIDE?

Yes. I feel that PC/Washington should make it mandatory for PC/ Worldwide to have this training where applicable. If not, PC countries are in a position to be lacsidasical.

7. Q. ANY OTHER COMMENTS?

In my own training (PST 83), we had only 2 days of training and not enough motorcycles. Because the Training Staff were too busy to accompany beginners for practice riding after hours, they (PCTS) were unable to receive extra training where needed.

I suggest that PC/Washington should stipulate no less than 2 weeks motorcycle training, and perhaps the motorcycle instructor could be on hand during the entire PST.

Again helmet sizes should be organized at CAST/Staging, and then helmets sent to host country before PCT's arrival in country. Yes! PC/Washington should set standards for helmets. Here in Malawi full face helmets are unavailable. recently PC/M requested PC/W to purchase full face helmets. Motor cross (racing) full face helmets (a lot too small) were sent. This type of helmet is not practical for street riding, as it tends to obstructs vision.

Also, the Country Desk Officer should be aware of those PCT coming to country late who need motorbike training as well as the RPCVs. This has and will put a strain on the motorbike trainer who has other duties besides motorbike training to fulfil, and who also feels obligated to give training to these two extra people. So if some coordination could be done with CDO, training staff and recruitment in PC/W, these problems could be eased here in the field.

Leonard Klinger, PCV
MOTORBIKE TRAINER.

jn